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ABSTRACT

The current state of the availability of continuing education and lifelong learning in Utah was studied. A task force had been assigned by the Utah State Board of Regents to study the issues and to make recommendations updating Utah's 1969 Master Plan for Higher Education. The task force believed that while availability of such learning had improved significantly since 1968, more emphasis should presently be placed on the educational outreach of Utah institutions if student and public needs are to be met in the future. The committee drew up 52 recommendations designed to achieve a variety of goals for lifelong learning and community service in Utah. Among these goals: (1) every person in the state who has the desire to pursue further education should be encouraged to do so regardless of experience or social status; (2) flexibility and diversity in policies and programming should be fostered to meet changing student and social needs; (3) use of the special resources and faculty competencies of Utah colleges and universities should be encouraged in the solution of community problems; and (4) the most effective use of available resources in Utah should be promoted from public and private sources to receive the greatest possible return on public investment in education. Information is included in the task force report on participation and options in lifelong learning, equality of access, finance, data collection and information sharing, collaboration and resource sharing, and program development and planning. (Author/PJM)

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MASTER PLANNING FOR POSTSECONDARY EDUCATION IN UTAH

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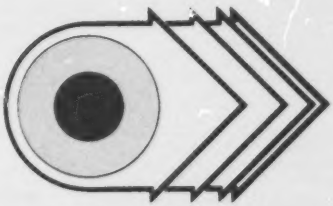
A REPORT OF THE CONTINUING EDUCATION/ COMMUNITY SERVICE TASK FORCE... MASTER PLAN FOR LIFELONG LEARNING



Leon R. McCarrey, Chairman
Richard S. Prows, Vice-Chairman

Adopted by the Utah State Board of Regents
And Approved for Publication
November 16, 1979

Utah State Board of Regents
Office of the Commissioner of Higher Education
Salt Lake City, Utah

MARCH, 1980

HE 013 660

FOREWORD

This report represents much study, effort, and deliberation by Regents, college and university officials, Legislators, and Utah leaders in business, industry, labor, and education.

Section 8 of the Utah Higher Education Act of 1969 mandates the maintenance of an "up-to-date master plan" to be "adopted and revised by the board from time to time." Acting as the augmented 1202 Commission, which includes representatives from private institutions as well as public, the State Board of Regents appointed a Continuing Education/Community Service Task Force to proceed with statewide master planning in this area.

The report is essentially the work of the Task Force. Initial drafts of the report, including recommendations, were reviewed and discussed by institutional representatives, faculty, Regents, Institutional Council members, governmental and community leaders in a statewide Higher Education Assembly at the Hotel Utah in Salt Lake City. Subsequently, the master plan report was discussed in a series of regional hearings on the campuses of each of the nine Utah System of Higher Education institutions. Comments and suggestions from faculty, administrators, students, and citizens at these hearings have been incorporated into the final report. In total, some 1,100 persons—the majority being college and university faculty and administrators—have reviewed the report and assisted in developing its recommendations.

The Regents, meeting at the University of Utah on November 16, 1979, approved the final report and authorized its publication. I would like to acknowledge the contributions of Task Force members and others, particularly Drs. Don A. Carpenter and T. M. Williams from the Commissioner's Office who assisted in the preparation of this report. I commend it to all persons interested in community service and continuing education in Utah at both public and private institutions.

Leon R. McCarrey
Deputy Commissioner
Director of Academic Affairs & Planning
and Task Force Chairman

Members, Utah State Board of Regents

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PREFACE

In the process of preparing this report for the State Board of Regents, members of the statewide Continuing Education/Community Service Task Force recognize that much has been achieved by Utah postsecondary institutions to meet the lifelong learning needs of Utah citizens. The Task Force believes, however, that more emphasis should be placed on the educational outreach of Utah institutions if student and public needs are to be adequately met in the future. It is therefore recommended that the Utah State Board of Regents consider and adopt the following policy resolution as a guiding philosophy for continuing education and community service programming throughout the state:

WHEREAS, colleges and universities in Utah have a long and proud tradition of responding to the educational needs of Utah and the nation in areas of their strength and unique competencies; and

WHEREAS, through faculty and administrative efforts, the public has been served not only through formal curricula offered on campuses of the various institutions, but also through the outreach of Continuing Education offices, Cooperative Extension Services, and School and Departmental initiative; and

WHEREAS, the Utah State Board of Regents recognizes its responsibility to remain aware of the changing needs of a growing constituency which may be better served in ways other than the traditional full-time residential manner largely employed in the past;

NOW, THEREFORE, BE IT RESOLVED, that the Utah State Board of Regents is committed to and encourages the planning and implementation of programs, offerings, and services to meet the educational needs of all citizens of Utah and elsewhere who may benefit from Utah institutions of Higher Education; and

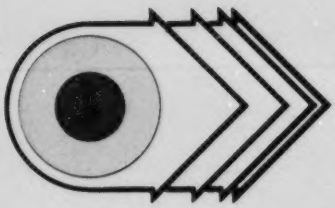
BE IT FURTHER RESOLVED, that it is the policy of the Utah State Board of Regents to maximize and to extend options to the public to pursue lifelong learning, regardless of age, location, or past educational achievement, in a variety of formats consistent with recommendations proposed in this State Master Plan.

Lifelong Learning and Community Service Goals for Utah

The Continuing Education and Community Service Master Plan which follows includes 52 specific recommendations which are designed to achieve several broad goals for lifelong learning and community service in Utah. These goals are:

1. To ensure that every person in the state who has the desire to pursue further education be encouraged and allowed to do so through a variety of programs appropriate to the student's needs, abilities, and time schedule, regardless of previous training or experience, geographic location, sex, and social, ethnic, or economic situation.
2. To foster flexibility and diversity in policies and programming which will enable Utah educational institutions and agencies to promptly respond to changes in society, in the economy, in industry and technology, in manpower demands, and in student interests and needs.

3. To protect essential institutional prerogatives, freedoms, and initiative, while receiving the benefits of central planning and coordination for Utah postsecondary continuing education and community services.
4. To encourage appropriate and effective utilization of the special resources and faculty competencies of Utah colleges and universities toward the solution of community problems in rural, urban, and suburban areas.
5. To promote the most effective use of available educational resources in Utah, including public, private, proprietary, labor, business, and industrial training personnel and capabilities—and thereby receive the greatest possible return on the public investment in education.
6. To develop and maintain high standards of quality in teaching and learning, and to create a climate for lifelong learning that will permit and encourage students of all ages and backgrounds to achieve the highest possible levels of learning, competency, and personal fulfillment throughout their lives.



INTRODUCTION

NEED FOR THE STUDY

In today's society there is a growing recognition that adults have a genuine need for lifelong learning opportunities. Likewise, communities and community organizations have discovered the need for utilizing postsecondary education resources for assistance in solving common social, political, and economic problems.

In an effort to define, enhance, and expand continuing education opportunities for Utahns and to coordinate and improve community service programs of Utah higher education institutions, the State Board of Regents established a statewide Continuing Education/Community Services Task Force to study the issues and to make recommendations updating *Utah's 1968 Master Plan for Higher Education.*

The 1968 Master Plan states that "... the most significant problem facing continuing education and public service is simply its present limited volume of activity."[1] *While this statement may have been true eleven years ago, attitudes and priorities have changed and the major problems of the future include designing new systems for delivery and new patterns of support to handle the growth of programs and the increased demand for continuing education and community services.*

Higher education in Utah has changed significantly during the past eleven years, and continuing education/community service activities and programs have taken on new dimensions. As new responses are needed to serve the growing clientele of older and part-time students and community groups seeking the benefits of higher education, it becomes essential to review and revise the 1968 master plan in light of more recent trends and practices.

DEFINITIONS

Utah's 1968 Master Plan for Higher Education defined continuing education and public service as:

> ... the administrative means by which the competencies of the institution are brought to bear on the many publics and the many problems which exist outside the campus studentbody and the credit and degree-oriented activity which constitutes the active involvement of that studentbody.[2]

While the above definition appears purposely broad and still has some meaning, continuing education and community service concepts have been further defined in recent years.

Continuing Education

Continuing education is the term applied to those organized postsecondary educational experiences specifically provided for persons who desire to improve their vocational, professional, cultural, social, leisure or recreational learning beyond their present level of education.

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[1]Utah, Coordinating Council of Higher Education, *Utah's Master Plan for Higher Education* (Salt Lake City: Utah Coordinating Council of Higher Education, 1968).

[2]Ibid.

The most common activities associated with continuing education, whether for credit or noncredit, are evening courses, short courses, seminars, workshops, correspondence or independent study courses, institutes, conferences, and instruction by means of television.

Continuing education may also be regarded as an all-embracing term used to designate those intellectual processes by which persons acquire the knowledge, understanding, attitudes, and skills needed to participate meaningfully in a changing society.

In recent years, more comprehensive and sweeping terminology has been introduced to describe much of what has traditionally been called continuing education and adult education. "Lifelong learning" and "nontraditional study" are terms that are used to describe the emerging practice of continuing education.

Lifelong Learning

The concept of lifelong learning may be described as follows:

> Universities have traditionally focused on the education of a select group of young people through on-campus degree programs and the conduct of research. This role has been increasingly challenged by societal and individual needs, with demands for more informal learning, continuing education programs and self-paced learning both within and without campus walls. The new educational life style rejects the idea that learning need be accomplished primarily by formal on-campus curricula and *establishes the concept that education is a lifelong process*, a combination of learning and doing. These needs for *lifelong learning* have been magnified by such factors as technical obsolescence, the urban crisis, the relationship of technology and human values, the search for personal identity and the relevance of life experience in education.[3] (Emphases added.)

To foster lifelong learning, the Carnegie Commission on Higher Education has stated the following:

> To make educational opportunities more appropriate to lifetime interests, we suggest more chances for reentry by adults into formal higher education, more short-term programs leading to certificates, and generally, *more stress on lifelong learning*. We oppose the sharp distinctions now made among full-time students, part-time students, and adult students. Education should become more a part of all of life, not just an isolated part of life. An educational interlude in the middle ranges of life deserves consideration.[4] (Emphasis added.)

While the lifelong learning concept may encompass the entire lifespan in its broadest sense, it is more often applied to learning during the adult years. Thus, the "Lifelong Learning Act" of 1976 (Title IB of the 1976 Amendments to the Higher Education Act, PL94-482) focused on adult learning.

The following definition of lifelong learning comes from Title I of the Higher Education Act of 1965, Section 132:

> Lifelong learning includes, but is not limited to, adult basic education, continuing education, independent study, agricultural education, business education and labor education, occupational education and job training programs, parent education, postsecondary education, preretirement and education for older and retired people, remedial education, special educational programs for groups or for individuals with special needs, and also educational activities designed to upgrade occupational and professional skills, to assist business, public agencies, and other organizations in the use or innovation and research results, and to serve family needs and personal development.

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[3] Walter B. Wright, "The Editor Comments," *The Spectator*, September, 1974, p. 2.

[4] Carnegie Commission on Higher Education, *Less Time, More Options: Education Beyond High School* (Hightstown, N.J.: McGraw-Hill Book Co., January, 1971), p. 11.

Nontraditional Study

Nontraditional study—study which occurs outside the normal educational framework—is having a profound impact on higher education. To study new types of learning and to present findings and recommendations, a national Commission on Nontraditional Study was formed in 1971. The Commission has defined nontraditional study as follows:

> *It is an attitude that puts the student first and the institution second, concentrates more on the former's need than the latter's convenience, encourages diversity of individual opportunity rather than uniform prescription, and deemphasizes time, space, and even course requirements in favor of competence, for the degree learner of any age and circumstance, for the degree aspirant as well as the person who finds sufficient reward in enriching life through constant, periodic, or occasional study. This attitude is not new; it is simply more prevalent than it used to be. It can stimulate exciting and high-quality educational progress; it can also, unless great care is taken to protect the freedom it offers, be the unwitting means to a lessening of academic rigor and even to charlatanism.*[5]

Several major recommendations of the Commission on Nontraditional Study deserve attention in this report, since they point to the need for local and statewide planning and decision-making during the next several years. These recommendations are summarized below:

- –Lifetime learning–basic, continuing, and recurrent–has a new appropriateness today and requires a new pattern of support.
- –Colleges and universities must shift emphasis from degree-granting to service to the learner, thus, countering what has become a degree-granting obsession.
- –Faculty understandings and commitments must be reoriented and redirected, particularly through in-service development, so that knowledge and use of nontraditional forms and materials will increase.
- –An organized effort must be made to promote intelligent and widespread use of educational technology with special emphasis on programming for cable television, computers, videotape recorders, and possibilities of satellite broadcasting.
- –New agencies must be created to make possible easy access to information and develop better ways to disseminate it, to perform guidance and counseling services, and to be assessors and repositories of credit for student achievement.
- –New evaluative tools must be developed to match the nontraditional arrangements now evolving, so that accreditation and credentialling will have appropriate measures of quality.
- –Cooperation and collaboration must be encouraged among collegiate, community, and alternate educational entities so that diverse educational programs and structures may come into being.[6]

Postsecondary Education

The term "postsecondary education" is not only in common usage, it has been incorporated into laws dealing with educational policy or students beyond high school levels, and even at times for students beyond compulsory school age regardless of prior educational achievement. The National Commission on Financing of Postsecondary Education, for example, uses the following as its working definition of postsecondary education:

> Postsecondary education consists of formal instruction, research, public service, and other learning opportunities offered by educational institutions that primarily serve persons who have completed secondary education or who are beyond the compul-

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[5] Commission on Nontraditional Study, *Diversity by Design* (San Francisco: Jossey-Bass, Inc., 1973), p. xv.

[6] Ibid., p. xviii.

sory school attendance age and that are accredited by agencies officially recognized for that purpose by the U.S. Office of Education or are otherwise eligible to participate in federal programs."

Adult Students

Adult students are defined as all students who have completed secondary education or who are beyond compulsory school attendance age.[8] The National Center for Education Statistics (NCES) classifies adult learners to be "persons seventeen years or older, not enrolled full-time in high school or college, but engaged in one or more activities of organized instruction."[9]

Part-Time Students

Nationally, part-time students are defined as those taking less than the equivalent of
4 12 semester hours (or 15 quarter hours) of undergraduate work, whether in degree or nondegree programs, and all students participating in noncredit organized learning activities of short or long duration.[10] Utah's current statewide tuition policy, however, defines a part-time load as being less than 10 quarter hours (see Recommendation # 22).

Community Service

Community service is the term normally applied when the resources of a post-secondary educational institution are utilized in assisting to solve the problems confronting a community. One of the more extensively used definitions of community service programs is found in Title I of the Higher Education Act of 1965. This states:

> For purposes of this title, the term "community services program" means an educational program, activity, or service, including a research program and a university extension or continuing education offering, which is designed to assist in the solution of community problems in rural, urban, or suburban areas... where the institution offering such program, activity, or service determines: (1) that the proposed program, activity, or service is not otherwise available, and (2) that the conduct of the program or performance of the activity or service is consistent with the institution's overall educational program and is of such a nature and is appropriate to the effective utilization of the institution's special resources and the competencies of its faculty.[11]

During the 1970's, a core program of community services has emerged at many colleges and universities, including, but not limited to:

- –the extension of daytime credit programs into evening hours, and the establishment of extension centers throughout the institution's service area;
- –increased offerings of noncredit courses, conferences or workshops which respond to the immediate interests and needs of adult learners;
- –service as a broker to bring resources of the institution together with those of business, industry, government, and other groups in cooperative efforts to solve community problems;
- –wider use of campus facilities by a growing number and wider variety of community organizations and informal groups;
- –the use of representative advisory groups to assess the needs and interests of the community (including those of minority and women constituencies); and

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[7] National Commission on the Financing of Postsecondary Education, *Financing Postsecondary Education in the United States* (Washington, D.C.: U.S. Government Printing Office, December, 1973), p. 20.

[8] Committee on Financing Higher Education for Adult Students, *The Financing of Part-time Students: The New Majority in Postsecondary Education* (Washington, D.C.: American Council on Education, 1974).

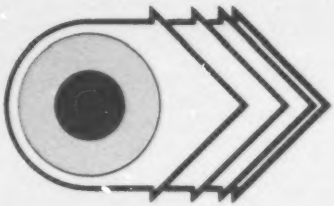
[9] R. L. Boaz, *Participation in Adult Education, Final Report, 1975* (Washington, D.C.: National Center for Education Statistics, 1978).

[10] Committee on Financing Higher Education for Adult Students, op. cit.

[11] U.S. Congress, *Higher Education Act of 1965*, Public Law 89-329 Section 102 (Washington, D.C.: Government Printing Office, November 8, 1965), p. 1.

–renewed efforts to announce and interpret community service activities to the total population, adding to the cultural, aesthetic, and moral life of the community, and providing personal enrichment to individuals.

The preceding definitions and introductory material are presented as background information to establish an initial base upon which the findings and recommendations of this report can be interpreted.



PARTICIPATION IN LIFELONG LEARNING

THE EXTENT OF PARTICIPATION

It is difficult to ascertain the extent of adult participation in continuing education/lifelong learning activities because of the variety of definitions employed, the different methods utilized to collect data, and the complexities associated with conducting comprehensive surveys in such a vast field of inquiry. A few recent estimates have been made, however, and they are cited to provide some notion of how pervasive adult learning is in our society.

In a 1974 study conducted by Carp, Peterson, and Roelfs, it was estimated that 32 million adults participated in some form of organized learning in the United States during 1972.[12] Peterson has subsequently estimated (1979) that some 74 million persons are involved in organized learning—28 million in the school and college sector, and 46 million in nonschool organizational settings.[13]

THE PARTICIPANTS

Table 1 describes data on adult learners gathered by the National Center for Education Statistics (NCES) and reported by Cross in 1978.[14] It is noted that the most likely participants were high school graduates or beyond, White, 25 to 34 years of age, employed 35 or more hours per week, and earning $15,000 to $25,000 or more per year.

Categories in bold type in the Table also indicate that the elderly, Blacks, those with part-time jobs, and those having low incomes and low educational attainment are not as well served by continuing education/lifelong learning as others in the population. Their rate of participation is below the national average of 11.6 percent. Furthermore, persons living in areas of relative sparse population or in dense central city populations are not as inclined to participate in programs of continuing education as those located in more suburban areas.

MOTIVATIONS

On the basis of needs assessment studies conducted by several states, Cross identified the following motivations for adult learners:[15]

1. The desire to achieve practical goals—to get a new job or advance in a current one, or to improve income.
2. The desire to achieve personal satisfaction and other inner-directed personal goals such as personal development and family well-being.
3. The desire to gain new knowledge, including the desire to learn more for its own sake.

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[12]A. Carp, R.E. Peterson, and P.J. Roelfs, "Adult Learning Interests and Experiences," in K.P. Cross, J.R. Valley and Associates *Planning Non-Traditional Programs: An Analysis of the Issues for Postsecondary Education* (San Francisco: Jossey-Bass, 1974).

[13]R.E. Peterson and Associates, *Lifelong Learning in America: An Overview of Current Practices, Available Resources, and Future Prospects* (San Francisco: Jossey-Bass, 1979).

[14]K.P. Cross, "Adult Learners: A Data-Based Description," in R.E. Peterson, et. al, *Toward Lifelong Learning in America: A Sourcebook for Planners* (Berkeley: Educational Testing Service, January, 1978), p. II-11.

[15]Ibid., pp. II-68-72.

TABLE 7:

PARTICIPATION RATES IN ADULT LEARNING IN 1975

	Participation Rate*
AGE	
17–24	11.5
25–34	20.6
35–44	15.0
45–54	**10.5**
55–64	**5.8**
65 and older	**2.3**
RACE	
Black	**6.9**
White	12.1
Other**	13.4
SEX	
Male	11.7
Female	11.6
EDUCATIONAL ATTAINMENT	
Elementary (0–8 years)	**2.9**
High school (1–3 years)	**4.6**
High school (4 years)	11.9
College (1–3 years)	17.6
College (4 years)	27.0
College (5 or more years)	30.4
INCOME (DOLLARS PER YEAR)	
Under 3000	**4.4**
3000–4999	**5.5**
5000–5999	**7.5**
6000–7499	**9.1**
7500–9999	11.5
10,000–14,999	12.9
15,000–24,999	15.8
25,000 and over	17.7
HOURS WORKED MAY 11–17, 1975	
Less than 10	**7.2**
10–14 hours	**8.6**
15–34 hours	11.6
35 or more	15.3
REGION	
Northeast	**10.0**
North Central	11.2
South	**10.4**
West	16.6
METROPOLITAN STATUS	
In SMSA***	12.7
Central city	**11.0**
Outside central city	14.0
Not SMSA	**9.4**
Non-farm	**9.8**
Farm	**6.7**

*Participation rate is computed from a total population base of 146,602,600 non-institutionalized adults 17 years of age and over. In 1975, the overall participation rate was 11.6 percent. Groups with an 11 percent participation rate or less are in bold type.

**The Census Bureau classified Hispanics as either black or white.

***Standard Metropolitan Statistical Area (SMSA) is a complex category of population density used in Census Bureau analyses.

Source: Compiled from preliminary data, NCES, 1975.

4. The desire to achieve formal educational goals, including degrees of certification.
5. The desire to socialize with others or escape from the everyday routine.
6. The desire to achieve societal goals.

Cross provides the following generalizations from her studies of the subject matter preferences of adults:[16]

- –Would-be learners are even more interested in job-oriented education than present learners (who enjoy somewhat higher socioeconomic status already).
- –Ethnic minorities are usually more interested in job-oriented education than Caucasians.
- –It is usually women and older people, and to a lesser extent well-educated people, who constitute the bulk of learners pursuing non job-related education such as hobbies and education for personal improvement.
- –Interest in traditional liberal arts education is not high among adult learners. Those who do express an interest in studying sociology, history, and the like, are frequently degree-oriented. Adults interested in liberal learning, but without degree aspirations, are more free to pursue non-credit courses especially designed to meet their needs.
- –Hobbies, home and family living, and personal development subjects have a wide appeal to potential learners although not a very *strong* appeal. Few potential learners pick these so-called luxury items as first-choice subjects, but majorities express some interest in these areas when they are asked to list all subjects of possible interest to them.
- –Few respondents express any interest in studying community or public affairs. Generally, less than 5 percent name such subjects as first-choice interests and only about one-third include social responsibilities among their reasons for learning.

Thus, most adults appear to be pragmatic in their motivations for learning, pursuing further education for its practical ends and utility or for personal enrichment.

TOWARD A PHILOSOPHY FOR PROGRAM DEVELOPMENT

In addition, the *Cone of Lifelong Learning*, Figure 1, may assist toward building a philosophy for planning and developing educational programs and delivery systems. As can be seen on the right-hand side of the Cone, career awareness, exploration, and development are lifelong processes believed essential to one's purpose and fulfillment, just as avocational and "whole person" (general education and "skills for living") pursuits. Since mid-career retraining programs may be needed throughout the working years, and because personal enrichment, hobbies, and other educational interests become increasingly important after economic security is attained, the Task Force believes Utah postsecondary educational institutions should facilitate easy entrance and exit into and out of educational programs. *Insofar as possible and practical, educational programs should be based upon the studied assessment of needs, interests, capacities, and convenience of all postsecondary students, regardless of their current status in the human life cycle, and institutional policies should not penalize students for interrupting college careers. As recommended by the Carnegie Commission on Higher Education, programming should allow students to leave the educational system at convenient "exit-levels" knowing that future reentry will be readily available and possible, if desired or required.*[17]

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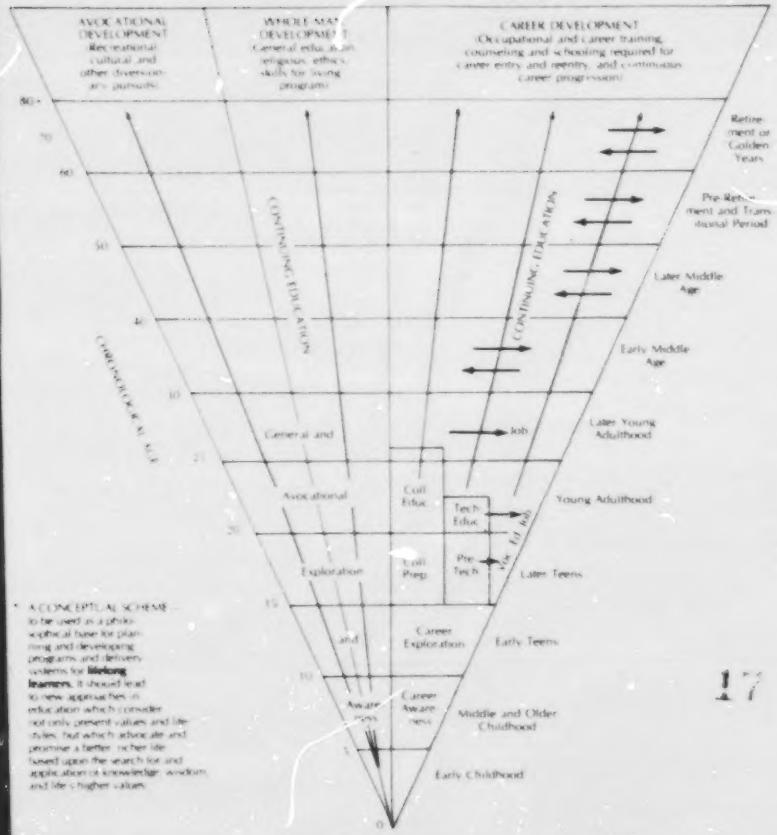
[16] Ibid., pp. 11-74-75.

[17] The Carnegie Commission on Higher Education, *Less Time, More Options: Education Beyond the High School* (Highstown, N.J.: McGraw Hill Book Company, January, 1971), pp. 1-2, 13-32.

FIGURE 1

THE CONE OF LIFELONG LEARNING
A Comprehensive Concept of Learning and Growing*



* A CONCEPTUAL SCHEME — to be used as a philosophical base for planning and developing programs and delivery systems for **lifelong learners**. It should lead to new approaches in education which consider not only present values and lifestyles, but which advocate and promise a better, richer life based upon the search for and application of knowledge, wisdom and life's higher values.

Major Periods in the Human Life Cycle

Retirement or Golden Years
(Age: roughly, 60 to death)
Continued interests in old hobbies and talents — effecting necessary and desired disengagements and entering into planned and feasible retirement engagements — accepting one's status as an elder member of society — preparation for death

—Pre-Retirement or Transitional Age
(Age: roughly 50-60)
Continuation of satisfying and necessary career involvement while considering options and making plans for changing-over to retirement involvements — making personal and marital adjustments to retirement status

—Later Middle Age
(Age: roughly 40-50)
The peak years — exerting and asserting self in accordance with simple and mature life-style — substantial thrust toward life's major goals and aspirations — assisting teen-age children to become responsible and mature adults — launching children in education, career and marriage — make adjustment to contracting family

—Early Middle Age
(Age: roughly 15-40)
Maturing and further focusing of career aspirations and interests — broadening and deepening of avocational interests — consolidating experience and other acquisitions

—Older or Later Young Adulthood
(Age: roughly 25-35)
Exploring life's career and lifestyle options on largely autonomous basis — sorting out and focusing one's life in accordance with maturing interests, values and aspirations — choice of life companions (including marital partner) — taking civic responsibility — establishing independent household and/or family unit — accumulating material possessions and expanding family unit

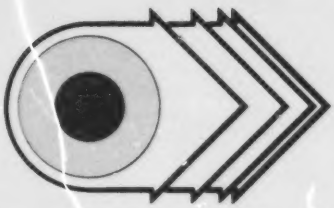
—Early or Young Adulthood
(Age: 18-25; grade 15+)

—Early Teens or Pre-Adolescence
(Age: 12-14; grades 7-9)
Learning an appropriate masculine or feminine sex role — become a person in one's own mind — achievement of psychological, social and moral identity — achieving physical maturation, emotional and intellectual and other kinds of maturity — acquiring values and mature realistic self-concepts — developing vocational and/or college preparatory insights and competencies — achieving independence from parents and other adults

—Later Teens or Adolescence
(Age: 15-19; grades 10-14)

—Middle and Older Childhood
(Age: 5-11; grades K-6)
Coming into independent existence — acquiring basic survival concepts and competencies — movement toward becoming an autonomous person — acquiring language skills and means of self-expression — developing basic sensori-motor skills — learning to relate to parents, siblings, and other significant persons — identifying with parent of the same sex — developing self-control and a positive self-image — acquiring favorable self-concepts — acquiring basic intellectual and physical skills — developing career and lifestyle awareness — learning to get along with age mates

—Early Childhood or Pre-School
(Age: 0-5 or 6)



EXTENDING THE RANGE OF PROGRAMS AND LEARNING OPTIONS

EXTERNAL OPTIONS

Several states and postsecondary institutions, public and private, have established programs that allow students to earn credit and complete degree requirements through learning experiences that do not require the student to be physically present on campus most or all of the time. Extension and correspondence (independent study) programs have long served as models for taking educational programs off campus to the people. The "external degree" has been widely praised and severely criticized both philosophically and pedagogically. Yet, it is recognized as an important methodology and delivery system to reach significant populations which otherwise would not have the opportunity to share in campus-centered learning.

While the possibility of an external degree program in Utah is uncertain at this point (except for the Bachelor of Independent Studies degree currently offered at Brigham Young University, a private institution), debate and exploration of this concept will undoubtedly continue. There are several positive aspects of the external degree idea: namely, the use of evaluation procedures which do not necessarily require campus attendance, greater use of educational media for teaching and learning, the further development of learning resource centers which provide learning materials, tutors, counselors and guidance, and wide use of qualified and competent adjunct faculty.

The Task Force believes that the primary issue to be explored and developed is the process of "externalizing" education. Focus has therefore been placed upon "external options" rather than models or possibilities for initiating an external degree per se at this time. The Task Force clearly recognized that when mechanisms are developed to protect quality, programs have been and can be developed to demonstrate that education can take place almost anywhere.

In order to increase educational alternatives in Utah, it is recommended that:

1. *External options be developed and expanded at all levels of higher education (certificate, diploma, associate, baccalaureate, and graduate degree) and be made available to both resident and off-campus populations.*

   Explanation

   a. *Means that* where given external options (many types are discussed in this report) are feasible and could be offered to serve new or additional students in high-quality meaningful ways for similar or modest additional costs, such options should be made available.

   b. *Does not mean that* every degree program, or every certificate program, and certainly not every course offering, should provide additional external options for non-typical students. Obviously, this would not be desirable nor realistic. While alternative options should be made available at all levels within the System, not all programs would lend themselves to extended education formats.

2. *Lifelong learning and continuing education, extension correspondence courses (independent study), educational television (where feasible), and other credit courses and programs offered beyond the campus be integrated with traditional on-campus courses and programs and made available to students as viable options for completing educa-*

tional goals and requirements consistent with institutional educational policies. In all instances credit offerings will only be those approved by appropriate credit-granting departments.

Explanation

a. *Means that* external options—i.e., evening courses, independent study, off-campus instruction, educational television, etc.—be integrated or mixed with traditional on-campus instruction as a valid and viable part of a student's total educational experience in meeting his/her educational goals.

b. *Does not mean that* every on-campus program should have corresponding external options; but each on-campus program ought to consider if there are various and valid external options that might be utilized to better serve the needs of students. Such offerings should be fully integrated with on-campus programs in terms of their value to the student's total educational experience.

3. *The value of credit awarded not be related to the time, location, or method of instruction. Credit awarded through external options, when closely evaluated to ensure quality and provide proper learning resources, should be considered equal to "regular" credit.*

Explanation

a. *Means that* if proper departmental and faculty evaluation is conducted, full credit should be awarded to external option credit programs, regardless of the time, location, or method of instruction. The key to this recommendation is the careful faculty evaluation of instruction to ensure that external options provide high-quality learning experiences with proper learning resources.

b. *Does not mean* a lowering of standards, nor the awarding of credit that is not warranted. Institutional, departmental, and faculty prerogatives for monitoring quality are preserved. If quality instruction is not offered through given external options, credit should not be awarded.

4. *All credit courses (except for some required courses in major and minor areas which might transfer only with departmental approval) including correspondence and TV courses, would be fully transferable and applicable toward graduation at that institution in which a student is enrolled or may enroll as a candidate.*

Explanation

a. *Means that* all regularly scheduled credit courses, including credit correspondence and TV courses, and credit courses by newspaper, are transferable among institutions within the System, except that certain courses required in pursuing majors and minors would transfer credit toward those majors and minors only with departmental approval. Thus, while all credit would transfer toward graduation among institutions, not all credit that is transferred would be applicable toward degrees that are sought. In this respect, institutional and departmental prerogatives are preserved. Regent policy regarding the transferability of all general education courses within the System is preserved.

b. *Does not mean* that institutions or departments have to accept all credit earned at System institutions as being applicable toward specific degree requirements. Whereas, all credit earned within the System (100 level courses and above) is transferable, specific credit that is acceptable toward given majors and minors is determined by individual departments and institutional faculty members. Reference is made to special "contract" courses, because these courses may be offered at reduced or differing rates and may have in-service or other limited objectives that may not be consistent with the goals of regularly scheduled courses.

5. *Institutional, statewide, and regional arrangements be made to provide for the sharing of resources, coordination of program offerings in continuing education and community services, and maximizing of external options for the benefit and convenience of the state's total population (see also recommendation 39).*

Explanation

a. *Means that* as institutions develop and provide external options for students, there may be geographical and program overlap unless regional and statewide arrangements are made for the sharing of resources and coordination of program offerings. This recommendation is not designed to thwart institutional initiative, but to make better use of scarce resources and maximize external options that can be provided to serve the state's total population. For further explanation, please refer to recommendation 39, which is part of an entire section of the report dealing with collaboration and resource sharing.

b. *Does not mean* that institutions will not develop their own independent programs in continuing education and community services, but means that they will be willing to share information and resources and to cooperate with other institutions where such cooperation would be most cost-effective and best serve a given population.

6. *All programs, degrees, and certificates (day, extended day, on-campus, and off-campus) offered by institutions in the Utah System of Higher Education be approved by the State Board of Regents prior to being offered.** (This would not apply to individual course offerings nor to existing Regents' policy concerning the Skills Centers.**)

*Utah Higher Education Act of 1969, Section 11. **State Board of Regents Minutes, November, 1975, p. 144.

Explanation

a. *Means that* all new degree and certificate programs, regardless of when offered, must receive prior approval of the State Board of Regents (existing Board policy).

b. *Does not mean* that individual course offerings in continuing education or extension must be approved by the Regents. This recommendation is consistent with previous Board action requiring approval of degrees and certificates, but avoiding the approval of individual course offerings.

7. *Adult and other part-time students who spend less time on campus particularly need to be provided appropriate information regarding available options for obtaining academic credit. Therefore, each Utah postsecondary institution should provide through regular institutional bulletins and announcements information concerning office locations and procedures for validating academic and vocational learning and obtaining credit for learning or skills acquired in other than higher education settings. No discrimination in scores required or credit hours allowed therefrom should be permitted on the basis of race, color, ethnic origin, religion, sex, handicapped status, age, or any other legally impermissible criterion.*

Explanation

a. *Means that* information concerning existing methods of validating previous learning acquired by students be more broadly circulated and made available for the consideration of qualified students. Validation procedures should be appropriately described in regular existing institutional bulletins and announcements so that off-campus students might become familiar with them. Required test scores and credits allowed from examination should be standard for all students, including adult or part-time students.

b. *Does not mean* that new or less rigorous procedures for validating previous learning should be developed. Simply means that existing policies and procedures should be more widely known so that students might be more aware of them as possible alternatives.

8. *Because of the existing programs, the domain of individual departments and the need for articulation agreements among institutions of the state, existing Regents' policies concerning credit-by-examination be restated and widely publicized.*

a. *Departmental examinations.* Each department should determine which of its offerings may be challenged by examination; and should construct, administer, and evaluate examinations upon the request of students.

b. *Standardized examinations from sources outside the State System.* CLEP subject examinations are currently available. These are designed to be equivalent to specific college courses, and as such must be evaluated by individual departments to determine validity, appropriateness, and the levels of cutting scores which are acceptable. Other acceptable standardized exams should be incorporated as they become available and are approved by the departments concerned.

CLEP general examinations are related to general education programs in much the same way that subject examinations are related to departmental majors. Credit should be awarded for satisfactory performance in the following CLEP general examination areas: biological science, physical science, humanities, social sciences history, and English.

Other acceptable standardized exams should be incorporated as they become available and are approved by the departments concerned.

(Note: Policies regarding the amount of credit to be allowed and the scores required for satisfactory performance on CLEP scores have been adopted by the Regents. These policies should be interpreted and made readily available to interested persons on all campuses.)

Explanation

a. *Means* reaffirmation of existing Regent policy concerning credit-by-examination procedures, including the use of CLEP subject examinations and departmentally devised examinations.

b. *Does not mean* altering departmental prerogatives nor adopted Regent policy regarding CLEP credits allowed and scores acceptable.

RENEWED INSTITUTIONAL EMPHASIS

Because continuing education programs are largely dependent upon attracting persons who may need special guidance, counseling, and other services, successful divisions of continuing education are structured differently from the traditional academic departments which predominantly serve the full-time student. Continuing education needs a high level of visibility on the campus and in the community, and it must have the capacity for adapting programs to the peculiar interests and needs of nontypical students.

Experience indicates that strong, viable continuing education/community service programs which consistently attract and hold large and enthusiastic clienteles are those which have certain success-bearing attributes. *It is therefore recommended that:*

9. *Administrators in Utah's colleges and universities work to secure positions of prominence and visibility for continuing education and community service programs on individual campuses and vigorously attempt to understand and meet the communal expectations of part-time and other lifelong learners in their communities.*

Explanation

a. *Means that* institutions be committed to providing adequate visibility for continuing education and community service as worthwhile and important functions on each college or university campus.

b. *Does not mean* dictating how such visibility should be achieved nor how the goals of continuing education and community service are to be emphasized. Such decisions are left to institutional choice.

10. *College, university and Board of Regents policies and procedures make it possible for financial* and promotional incentives and rewards to be used to ensure high-quality faculty participation as resource persons in institutionally sponsored continuing education and community service programs and activities.*

*Giving appropriate recognition to relevant differences in the nature of such programs and activities as compared with faculty employment obligations in regular on-campus educational programs.

Explanation

a. *Means that* college, university, and Regent commitment to continuing education and community service programs include financial and promotional incentives (such as achieving recognition for service or receiving advancement) in order to ensure participation by the more talented and capable faculty members.

b. *Does not mean* specifying how policies and procedures be modified to ensure the participation of high-quality faculty members. This is left for further exploration and determination on an individual institutional basis.

11. *Increased consideration and emphasis be placed on hiring persons skilled in various vocations and professions as part-time and nontraditional visiting or hourly adjunct faculty to become external teaching specialists (as approved by appropriate departments and colleges), to augment the instructional staff, to provide additional learning alternatives for students, and to help bridge the gap between campus and community.* 15

Explanation

a. *Means that,* depending upon departmental policies and program objectives, serious consideration be given to the part-time employment of qualified experts in the various professions and vocations who could augment and complement current instructional faculty, thereby providing new learning alternatives and bridging the gap between campus and community and between learning and employment.

b. *Does not mean* that all programs would find such visiting or adjunct faculty appropriate to their instructional needs or program purposes, but such outside specialists might be valuable part-time instructors to others. In any case, college and departmental prerogatives are respected in such faculty decisions.

12. *Each institution explore new methods of instruction and design new programs to reach nontypical student populations as well as traditional on-campus students. Means should be provided to encourage and support faculty interested in developing alternate forms of instruction. Faculty and institutional renewal can be enhanced by explorations in nontraditional education and participation in continuing education and community service.*

Explanation

a. *Means that* faculty and institutional renewal can come through exploring new methods of instruction to serve nontypical students and reach new population groups. Relates to recommendation = 13, regarding incentive grants for innovative programs to serve nontraditional students.

b. *Does not mean* requiring any new methods of instruction but suggests support for exploring new ways to teach adults and nontypical students participating in continuing education and community service programs.

INCENTIVE GRANTS FOR NONTRADITIONAL PROGRAMS

In order to assist Utah institutions of higher education in expanding external options, additional funding incentives seem imperative. *It is therefore recommended that:*

13. *To aid in implementation of the master plan, the Utah State Board of Regents receive appropriations from the Utah Legislature from which to make competitive incentive grants to state postsecondary institutions for innovative programs to meet the continuing education/community service needs of particular populations which have not been well-served by Utah postsecondary institutions. An appropriation of $150,000 should be requested from the 1981 Legislature for this purpose. Some preference might be shown to proposed projects indicating effective cooperation between or among institutions.*

Explanation

a. *Means that* special funding would be requested by the Regents for use in helping the public institutions develop needed programs for presently unserved or underserved Utah citizens. This would be new money above and beyond that requested

in the regular higher education budget request to the Legislature. Procedures for awarding grants have been developed by the Task Force and presented to the Regents and institutions.

b. *Does not mean* that incentive grants would be the *only* source of state funding for developing improved or innovative continuing education/community service programs. Institutions would continue to include funding for continuing education in their regular institutional requests to the Regents and State Legislature, as at present.

PUBLIC BROADCASTING

According to the U.S. Office of Education, there were 15,734,000 participants in organized continuing education activities in the United States in 1972, compared with 11,692,000 full-time students. Of the adult part-time students, less than one percent—145,000—participated in organized learning activities, using radio and television.[18] This extremely low level of public broadcasting use in continuing education indicates that an effective system has yet to be developed which would satisfy the needs of adult clientele groups in organized learning situations.

The following needs were identified by the Advisory Council of National Organizations (ACNO) and reported to the Corporation for Public Broadcasting in March, 1975. These needs, if adequately met, would optimize the partnership between continuing education and public broadcasting. They are:

- to develop a linkage between public broadcasting and the educational capabilities of institutions and organizations;
- to develop a mechanism which would facilitate identification of clientele groups and their needs;
- to encourage and finance better research;
- to develop the means of delivering materials, both broadcast and supporting print elements and classroom components, to user institutions and agencies.

Public broadcasting can be a valuable supplement to many existing programs of continuing education, as well as a vehicle for reaching new and enlarged audiences. *It is therefore recommended that:*

14. *Future planning in public broadcasting—statewide educational television (KUED) and institutional radio stations—attempt to relate to organized learning situations developed by various types of institutions. Utah colleges and universities have the primary responsibility for postsecondary education; with education television and radio having significant supporting roles to play.*

Explanation

a. *Means that* greater use might be made of public broadcasting—educational television and radio—in association with more formalized programs of learning. Public broadcasting can be a great support to off-campus as well as on-campus programs of instruction, and its potential for reaching new populations with opportunities for learning, in concert with higher education institutions, should continually be explored.

b. *Does not mean* attempting to identify instructional programs or institutions that might make greater use of public broadcasting in support of reaching educational objectives.

COOPERATIVE EDUCATION

Since working persons may benefit through participation in cooperative education programs and enrollment in appropriate classes to improve skills or meet degree requirements, *it is recommended that:*

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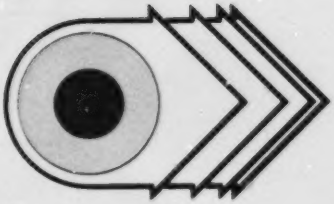
[18] "Report of the Task Force on Adult Education," Corporation for Public Broadcasting, March, 1975.

15. *Cooperative education, which links the classroom to the community and the work world to formal instruction, be further explored and more fully utilized for the benefit of part-time students and other lifelong learners, many of whom are fully or partially employed.*

Explanation

a. *Means that* the procedures and purposes of cooperative education programs be examined and appropriately utilized with respect to their potential value for helping to meet the goals of more traditional on-campus offerings.

b. *Does not mean* that all courses or programs would lend themselves to participation in cooperative education activities. In fact, it is obvious that the cooperative education concept would not be consistent with the objectives of many academic programs and course offerings. Nonetheless, its strengths should be further evaluated and utilized when appropriate.



EQUALITY OF ACCESS AND TREATMENT FOR LIFELONG LEARNERS

EQUAL ACCESS

In Utah, education is viewed as a main avenue to progress and a better life for all. A fundamental goal should therefore be to provide access to appropriate kinds of learning for all persons beyond high school who desire further education and can benefit from it. Race, age, sex, place of residence, and related factors should not be obstacles to educational opportunities for Utahns. *It is therefore recommended that:*

16. *All students and applicants for admission to postsecondary educational programs or courses, whether on a full-time or part-time basis, shall be treated equally, except as otherwise permitted by law or by institutional policies and practices adopted pursuant to authority of law.*

Explanation

a. *Means that* discrimination against part-time and older students be eliminated in policies regarding access, tuition, financial aid, etc. More regarding this subject is found in recommendations concerning financing lifelong learning. (See recommendation 20 regarding financial aid.) At any time, however, the state or federal government may pass legislation which does favor certain groups of citizens for a time who may have suffered discrimination or been underserved (see recommendation 19).

b. *Does not mean that* selective admission processes or residency requirements at the institutions be altered, but blanket and unjustified discrimination in administering financial aid, setting tuition rates, and admitting students be avoided. House Bill 60 (1977 Legislature) permitting tuition-free auditors age 62 and over is not included in the intent of this recommendation. The recommendation provides latitude for retention of some policies needed to preserve academic integrity and cost-effectiveness.

COUNSELING AND GUIDANCE

Existing high school and college counseling services, even if they were available to adults at the point where educational alternatives are being considered, do not appear adequate for adult persons desiring to enter or reenter postsecondary education. Persons who desire vocational training or retraining, who may not be degree oriented, or who may not have high school grade point averages indicating the potential for success in the traditional system of higher education are often neglected and may not receive appropriate help and assistance. *It is therefore recommended that:*

17. *A strong, well-informed, coordinated counseling and guidance service be maintained on the campus of every postsecondary institution—or at other locations where there is a large concentration of students—with some expertise for advising and counseling the adult learner. This service should evaluate the student and direct him/her to that program or institution which best fits his purposes, aptitudes, abilities and interests. Information should be provided on the variety of programs available, where they are located, costs involved, and methods of instruction employed.*

Explanation

a. *Means that* an orientation be fostered within existing institutional counseling services for considering the interests and needs of part-time and adult students. The needs of nontypical students should be recognized as often being different from those of traditional and younger students.

b. *Does not* necessarily call for the hiring of new counseling personnel; but it may involve some in-service training to acquaint existing counselors with the special needs of nontraditional students as well as with programs and offerings most suitable to their interests.

18. *Deans of continuing education and counseling personnel coordinate and administer programs so that guidance and counseling services are available to part-time and evening students, as well as to traditional full-time day students.*

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Explanation

a. *Means that* counseling services be made available insofar as possible at places and times when large numbers of part-time and evening students are present and can best be served.

b. *Does not necessarily mean* the hiring of new counselors. May require some changes in the hours worked by existing counselors (some may be rescheduled so that they are off during part of the day in order to be available for work during evening hours), or, depending upon the size of the institution and counseling staff, may require the addition of new part- or full-time counselors if justified by the number of evening students served. It is anticipated that this recommendation could largely be implemented through rescheduling or reassignment of existing counselors.

TUITION-FREE AUDITORS AGED 62 AND OVER

During the 42nd Utah Legislative session (1977), House Bill 60 was passed providing that Utah residents having reached 62 years of age be allowed to enroll at any of the state colleges or universities in such classes as they may be qualified for, with only a minimum charge or free on the basis of surplus space in regularly scheduled classes. The State Board of Regents was designated in HB 60 to promulgate rules and regulations to effectuate the purpose of this act.

The State Board of Regents, meeting in July of 1977, adopted the following provisions for admitting senior residents into classes on a tuition-free audit or reduced-tuition credit basis:

1. Utah residents age 62 and over shall be permitted to enroll, on a space-available basis, in such classes as the student may be qualified for, at any of the state public universities or colleges, on a tuition-free audit basis beginning with Fall Quarter, 1977. (The State Board of Regents will give consideration to implementing a low-cost credit program for the year beginning Fall Quarter, 1978, and will investigate the possibility of a line item appropriation from the Legislature for fiscal year 1978-79 to make up the difference in tuition.)
2. A minimum administrative fee, not to exceed $10 per annum, may be charged to cover the institution's cost of registration, record keeping, and report preparation.
3. Where applicable, a reimbursement fee for consumable materials will be charged on the same basis as charged to other students.[19]

Utah thus becomes the 23rd state to permit retired and elderly persons to continue their education free or at reduced rates at public colleges and universities on a space-available basis. Of these, 14 have made this provision available through specific legislation and nine have effected it through action of the state's higher education institutions.[20]

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[19] State Board of Regents Minutes, July 26, 1977.

[20] George D. Miller, "A Report Listing States that Provide Tuition-Free Degree Credit for Retired and Elderly Citizens in State-Supported Colleges and Universities" (published by the author, Butte, Montana, November 19, 1975).

The Task Force commends the 42nd Utah Legislature and the State Board of Regents for taking the above steps.

19. *To implement the legislative intent of House Bill No. 60 (1977), it is recommended that the following provisions be adopted for tuition-free auditors (TFAs) aged 62 and over:*

a. If the TFA wishes to audit a graduate course, he or she should have a baccalaureate degree or its equivalent, or consent of the instructor.

b. Some of the professional schools (such as Medicine, Law, Management, Engineering, Social Work, Architecture, and Library Science) would require permission of the appropriate dean prior to admission to certain courses.

c. Enrollment would depend upon the physical spaces available for classes and the scope and format of class situations—small seminars (in which registration is already very limited) may not be as available to TFAs as lecture-format courses. 21

d. Credit-free courses, workshops, and conferences and institutes which do not receive funding from the state and must be financially self-supporting, would not be included automatically in the tuition-free category—special arrangements would have to be made to admit TFAs in selected noncredit programs.

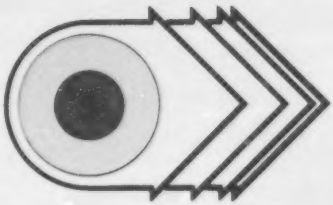
e. Each institution should develop policies concerning the manner in which TFAs participate.

f. Utah residents aged 62 and over seeking to earn credit may pay reduced fees, as policies for reduced tuition are developed and approved by the State Board of Regents.

Explanation

a. *Means that* methods for implementation of House Bill 60 are provided, leaving basic decisions regarding the admission of TFAs into specialized classes to institutional discretion.

b. *Does not mean* new Board policy is called for. Reference is made to TFA provisions adopted by the Regents in July, 1977, found on page 20 of the master plan report.



FINANCIAL PATTERNS FOR PART-TIME STUDENTS

The financing of part-time students is a complex and highly diverse process in the United States, based not entirely on student needs and interests. According to a 1974 report of the American Council on Education, the patterns of financing higher education range from the best to the least advantageous for part-time students.

> At one end of the spectrum are organizations that pay the employees full salary plus subsistence, travel and tuition costs for certain educational programs. On the other extreme, some low-income, fully employed students pay their own tuition costs, because as part-time students they are not eligible for student aid. They must participate on their own free time and pay taxes on their income without deduction of educational costs, unless the education is directly work-related.[21]

The ACE report shows that part-time students on the whole are subject to massive discrimination in federal and state institutional aid programs, Social Security benefits, institutional tuition rates and financial aid programs, and income tax requirements. The report calls for an evaluation of the needs of part-time postsecondary education students and asks why part-time students shouldn't be eligible for financial aid. Instead of exploiting the part-time student financially, as some continuing education organizations do by charging more for part-time than for full-time enrollment, institutions are asked to encourage part-time students through fair and equitable treatment.

Students enrolled less than half-time (usually measured as a six-credit hour load) are currently excluded from all federal student aid programs. When the government began expending funds for college student assistance nearly two decades ago, college enrollment was approximately 3 million students, most of whom were "traditional" full-time students between 18 and 24 years of age. Now, however, according to Jerold Roschwalb, director of the Office of Governmental Relations, National Association of State Universities and Land-Grant Colleges, of more than 11 million college students, 41 percent attend on a part-time basis and at least 1.5 million attend on a less-than-half-time basis. Some 80 percent of this latter group are involved in undergraduate degree-credit programs.[22]

Roschwalb observes further that only slightly more than half of today's students are dependents—more than 40 percent are heads of households or their spouses. He refutes the old cliche that argued: "since students attending school part-time usually earn income, part of that should be used for paying education costs." Says Roschwalb:

> It makes it all the more remarkable that tens of thousands of students are seeking to make ends meet for themselves and their families while earning less than $10,000 a year and still are so committed to an education goal that they are pursuing education with no help whatsoever beyond that offered by the still relatively low tuitions at many public institutions.[23]

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[21] Harold Glen Clark, "Financing of Higher Education for Adult Students," *The NUEA Spectator*, XXXVII, 17 (December, 1974), pp. 24-28.

[22] Jerold Roschwalb, *NASULGC Circular Letter* No. 9 (June 5, 1979), pp. 3-6.

[23] Ibid.

Typical of such part-time students is the divorced or widowed woman in her 30's or 40's who is responsible for taking care of her children but needs new skills before returning to the job market. Others seek training for new or better jobs. Some, however, are the more typical 18- to 24-year olds but whose family financial obligations prevent full-time college attendance.

To help such students, seven national higher education associations—NASULGC, AASCU, AACJC, ACE, ACCU, ACCT, and NUEA—have recently pushed Congress for a change in federal policy. The associations assert that institutions should be able to transfer up to 10 percent of the funds received from the College Work-Study and National Direct Student Loan programs to supplemental grants programs "for the express purpose of making grants to less-than-half-time students."[24]

24 The Utah Task Force on Continuing Education/Community Service therefore recommends that:

20. *Colleges and universities examine present practices in administering student financial aids and, where necessary and legally possible, take steps to make financial assistance available to all students—full-time and part-time—consistent with student needs and ability to pay.*

Explanation

a. *Means that* financial aid be made more available to all students—part-time and full-time—and that the amount of aid provided be consistent with actual need and dependent upon ability to pay. This recommendation is consistent with recent policy statements adopted by several national higher education associations.

b. *Does not mean* that those with the ability to pay—often older adults—would qualify for financial aid in the place of younger students. However, this recommendation recognizes that many older students have serious financial need, and many are working part-time students because they cannot afford to pay full-time enrollment costs as can younger students who may be supported fully or in part by parents.

21. *The Utah Legislature provide funds to establish financial support programs in Utah Divisions of Continuing Education to assure needy, disadvantaged, and culturally different students access to existing offerings. The amount and kind of support provided should be determined only after a thorough assessment of need has been conducted.*

Explanation

a. *Means that* a needs study be conducted to assess what kind and level of support should be sought from the Legislature to provide access to needy, disadvantaged, and culturally different students in lifelong educational programs.

b. *Does not mean* that funds are being requested from the Legislature for this purpose. They might be in the future, depending upon an assessment of need.

BUDGET AND FEE SETTING

Continuing education, community service, and extension programs are often dependent upon specific requests and needs of individuals, groups, and organizations. In order to serve the public well, it is important that flexibility be permitted in the administration and budgeting of programs. At the same time, to facilitate planning it is essential that state institutions charge a standard tuition fee for all credit courses. *It is recommended that:*

22. *Part-time resident or nonresident students (those enrolled for less than ten credit hours) be assessed tuition on a per-credit-hour basis proportionate to the tuition paid*

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[24] Ibid.

by full-time students. Each institution should prorate total tuitions for part-time students on an incremental basis. ***

*Since part-time students (particularly in a rural community might utilize the activity card as much as full-time students for entertainment and other activities, institutions might deal with this problem individually by providing part-time students who do not pay the full fee with limited activity cards which would not be valid for certain activities, or at institutional option may charge full activity fee for those students who desire full participation.
**Tuition charges for all students should, at the earliest feasible date, be assessed on a standard per-credit-hour basis.

Explanation

a. *Means that* arbitrary discrimination against part-time students be avoided in setting tuition and fee schedules.

b. *Does not mean* a change in Board policy. This recommendation has already been adopted by the Regents as part of the tuition policy (adopted March 25, 1975, and amended April 19, 1976, and May 24, 1976). For content of the statewide tuition policy adopted by the Regents, please see the book prepared by G. Homer Durham, *General Policies of the USBR: 1969-76*, p. 164. 25

23. *Fixed registration costs be added as part of total tuition.*

Explanation

Part of statewide tuition policy adopted by the Regents.

24. *Recommendation 22 above apply to all students registered in the extended day program, including those taking evening classes (Exception: Approved Apprenticeship).*

Explanation

Part of statewide tuition policy adopted by the Regents.

25. *All summer school students be assessed the same tuition per credit hour as that assessed resident students during the regular academic year. (Exception: Approved Apprenticeship Programs).*

Explanation

Part of statewide tuition policy adopted by the Regents.

26. *Students enrolled for credit in continuing education or extension division courses be assessed tuition at not less than the same credit hour basis as provided in the regular tuition schedule. (Exception: Special courses sponsored by outside contracting agencies and in other special circumstances which may warrant it.)*

Explanation

Part of statewide tuition policy adopted by the Regents, as amended December 14, 1976.

27. *Charges to students enrolled for noncredit in continuing education or extension division courses be left to the discretion of the institution.*

Explanation

Part of statewide tuition policy adopted by the Regents.

28. *Students be required to register to audit any class. Such audit hours will be part of their total load and they shall pay tuition at the same tuition rate as paid by regular students (except for tuition-free auditor provisions described in recommendation 19 for persons aged 62 and over).*

Explanation

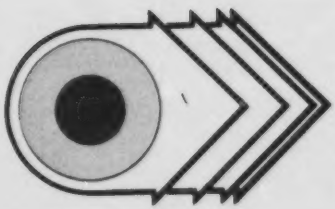
Part of statewide tuition policy adopted by the Regents.

29. *Budget procedures include revolving receipt accounts to which income from special fees and charges can be made.*

Explanation

a. *Means that* institutions be provided with leeway for handling collections from profitable programs which may then be utilized to partially support needed programs that may be less profitable.

b. *Does not* constitute a restriction, but is a provision for greater institutional discretion in expending revenue funds.



DATA COLLECTION AND INFORMATION SHARING

CONTINUING EDUCATION ENROLLMENTS

Nationally, part-time students (less than 12 semester hours) now constitute a new majority in postsecondary education. Part-time students comprised 55 percent of the total postsecondary studentbody in 1969, and 57.5 percent in 1972.[25] In 1974, part-time enrollments increased 4.8 percent in four-year institutions and 11.3 percent in two-year colleges.[26] In 1975, the number of part-time students in all higher education institutions rose 11.2 percent, compared with 7.5 percent for full-time students.[27]

Concurrent with the increase in part-time students attending American colleges and universities, *it is significant to note that the percentage of students who are 25 years old and older has risen sharply.* Although half the students attending college in 1974-75 were between the ages of 18 and 21 years old, the number of students 25 and older was up 25 percent over 1972 enrollments. Of 9.9 million college students enrolled in the Fall of 1974, one million were 35 or older. According to the U.S. Census Bureau, the last time older students were such a large part of the college population was in the mid-1950's when large numbers of veterans were returning to school on the G.I. Bill. *"The most dramatic increase in college enrollment in the 1970s has been among older students,"* the Census Bureau said.[28]

UTAH ENROLLMENT DATA

At the present time, Utah institutions of higher education do not have a uniform system of reporting continuing education enrollments, and data for part-time students are therefore incomplete. In addition, enrollment data from private and proprietary institutions is spotty, making a comparison of Utah and national statistics impossible. *Limited available data do indicate that more than one-third of the students in the Utah System of Higher Education are classified as part-time students* (the percentage ranges from 12.21 at Snow College to 65.90 at UTC/SL—see *Table 2*), *compared with about 50 percent of college students so classified nationally.*[29]

Data in Table 3 describe the ages of students in the Utah System of Higher Education and at Brigham Young University and Westminster College. Nearly half of the USHE students (48.5 percent) are over the age of 22, with 17.2 percent at age 30 or above. At opposite ends of the spectrum, nine out of ten students at Snow College are 22 years of age or younger while 63 percent of students at Utah Technical College at Salt Lake are above the age of 22.

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[25] Committee on Financing Higher Education for Adult Students, loc. cit.

[26] "Annual Survey Shows Part-time Enrollments Continue to Rise," NUEA Newsletter, VIII, 23 (November 15, 1974), p. 1.

[27] "Who Goes to College," *The Chronicle of Higher Education*, XI Number 14, December 15, 1975, p. 4.

[28] Ibid.

[29] The following explanations are provided for this discrepancy: (1) national data include enrollments in noncredit as well as credit courses or programs, while available Utah data are for credit enrollments only; and (2) large urban community colleges which typically enroll high percentages of adult and part-time students are absent in Utah (UTC/SL perhaps comes closest to fitting this pattern).

DATA COLLECTION

Since the Utah System of Higher Education does not currently have a uniform system for reporting continuing education enrollments, *it is recommended that:*

30. *The State Board of Regents call for all appropriate statistical data as it pertains to enrollment, irrespective of whether it is on-campus, off-campus, credit, or noncredit.*

Explanation

a. *Means that* all enrollment data—on-campus, off-campus, credit or non-credit—should be reported to the State Board of Regents. Such data is not currently available in the Office of the Commissioner, though each institution compiles such information annually.

b. *Does not mean* that substantial additional effort would be required on the part of the institutions, since all are completing U.S. Office of Education HEGIS reports providing most needed data. NUEA reports are also prepared annually by the larger institutions.

TABLE 2

PART-TIME STUDENT ENROLLMENTS IN REGULAR OR EXTENDED DAY PROGRAMS UTAH SYSTEM OF HIGHER EDUCATION, 1976 and 1978

Institutions	Percentage of Full-time Students (12 or More Credits)		Percentage of Part-time Students (Less Than 12 Credits)	
	1975	1978	1975	1978
University of Utah	68.38%	62.57%	31.62%	37.43%
Utah State University	84.26	81.10	15.74	18.90
Weber State College	60.53	60.73	39.47	39.27
Southern Utah State College	83.49	85.26	16.51	14.74
Snow College	87.96	87.79	12.04	12.21
Dixie College	78.71	69.54	21.29	30.46
College of Eastern Utah	69.39	41.59	30.61	58.41
Utah Technical College/Provo	61.74	53.16	38.26	46.84
Utah Technical College/Salt Lake	42.12	34.10	57.88	65.90
Utah System of Higher Education	**67.42%**	**62.35%**	**32.58%**	**37.65%**

Source: Autumn USHE Enrollment Reports

31. *All institutions provide the Office of the Commissioner with total statistics for community service-continuing education programs; statistics should be reported by academic unit and total. Credit offerings are to be reported by regular FTE (student) formula; the national Continuing Education Unit (CEU) formula would be adopted for reporting noncredit offerings (10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction = 1 CEU);*[30] *those noncredit offerings not meeting national CEU criteria and guidelines would be reported separately, using the same 10 contact hour formula, but calling them NFC's (not for credit) to distinguish them from offerings which meet national CEU criteria.*

Explanation

a. *Means that* the nationally utilized Continuing Education Unit (CEU) be employed in reporting one category of the data requested under recommendation #31 above. Also calls for a report of community service programs and activities offered at the institutions (see footnote 30).

[30] CEU's will at no time be considered for conversion into regular academic credits, a provision of the national CEU guidelines.

TABLE 3

UTAH SYSTEM OF HIGHER EDUCATION
A SUMMARY OF STUDENTS' AGES, BY INSTITUTION, AUTUMN, 1978

Age of Students	U of U	USU	WSC	SUSC	Snow	Dixie	CEU	UTC-P	UTC-SL	USHE	BYU	Westminster	State Total
1. Age 18 and Under													
a. Number	2,076	1,350	1,142	347	410	455	204	917	520	7,421	5,161	5	12,587
b. Percent of Headcount	9.9%	14.6%	12.9%	19.3%	41.7%	30.9%	21.0%	23.0%	8.0%	13.5%	18.9%	0.3%	15.1%
2. Ages 19 Through 22													
a. Number	7,914	4,297	3,196	912	455	465	303	1,400	1,857	20,799	12,486	234	33,519
b. Percent of Headcount	37.6%	46.6%	36.2%	50.7%	46.3%	31.5%	31.3%	35.1%	28.6%	38.0%	45.6%	16.3%	40.1%
c. Cumulative Percentage	47.5%	61.2%	49.1%	70.0%	88.0%	62.4%	52.3%	58.1%	36.6%	51.5%	64.5%	16.6%	55.2%
3. Ages 23 Through 29													
a. Number	7,652	2,821	2,724	379	39	76	214	1,029	2,241	17,175	8,529	71	25,775
b. Percent of Headcount	36.4%	30.6%	30.8%	21.1%	4.0%	5.2%	22.1%	25.8%	34.6%	31.3%	31.1%	5.0%	30.8%
c. Cumulative Percentage	83.9%	91.8%	79.9%	91.1%	92.0%	67.6%	74.4%	83.9%	71.2%	82.8%	95.6%	21.6%	86.0%
4. Ages 30 Through 39													
a. Number	2,315	614	1,183	87	12	12	118	431	1,228	6,000	912	22	6,934
b. Percent of Headcount	11.0%	6.6%	13.4%	4.8%	1.2%	0.8%	12.2%	10.8%	18.9%	11.0%	3.3%	1.5%	8.3%
c. Cumulative Percentage	94.9%	98.4%	93.3%	95.9%	93.2%	68.4%	86.6%	94.7%	90.1%	93.8%	98.9%	23.1%	94.3%
5. Ages 40 and Over													
a. Number	1,008	146	585	63	67	15	67	213	640	2,804	293	8	3,105
b. Percent of Headcount	4.8%	1.6%	6.6%	3.5%	6.8%	1.0%	6.9%	5.3%	9.9%	5.1%	1.1%	0.6%	3.7%
c. Cumulative Percentage	99.7%	100.0%	99.9%	99.4%	100.0%	69.4%	93.5%	100.0%	100.0%	98.9%	100.0%	23.7%	98.0%
6. Unknown Ages													
a. Number	80	–	8	10	–	451	63	–	1	613	9	1,092	1,714
b. Percent of Headcount	0.3%	–	0.1%	0.6%	–	30.6%	6.5%	–	–	1.1%	–	76.3%	2.0%
c. Cumulative Percentage	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
7. Total–All Students	21,045	9,228	8,838	1,798	983	1,474	969	3,990	6,487	54,812	27,390	1,432	83,634

Source: USHE Autumn Enrollment Reports, 1978.

b. *Does not mean* an unnecessary compilation of irrelevant data. Should be interpreted as an effort to document the breadth and scope of continuing education and community service offerings made available throughout the state—an important and far-reaching service of higher education institutions that has not been graphically or adequately demonstrated to governmental and community leaders in the past because of a lack of statewide information. Such data would provide the information necessary to consider the possibility of seeking additional state funding for CE/CS programs.

32. *All approved Continuing Education Units (CEUs) and all NFCs (not for credit) be listed on college and university transcripts, transcript supplements, or the ACT National Registry.*[31] (Assistance may need to be provided to some institutions demonstrating how this is to be accomplished.)

30

Explanation

a. *Means* students and employers would be better served. It is a further effort to document CEU and noncredit programs offered at the institutions. (See footnote 29 page 27.)

b. *Does not mean* that all institutions will need to record courses in the same manner. The University of Utah records all courses on regular transcripts. Others may wish to do this, or they may use transcript supplements. Assistance will be provided smaller institutions to demonstrate how recording might be done.

INFORMATION SHARING

To bring about statewide coordination and planning for postsecondary continuing education and community service programming, the State Board of Regents formed a Continuing Education/Community Service Ad Hoc Advisory Committee in 1973, consisting of the deans and directors of continuing education and the academic vice presidents of Utah's colleges and universities. Also participating with the committee were staff of the Utah State Board of Education, representing community school programs; and representatives of Utah's private collegiate institutions.

The first major action of the Advisory Committee was to frame for consideration of the Regents a voluntary statewide information-sharing program for agencies and institutions active in adult and continuing education. Under this plan, adopted by the Regents in September, 1973, the Office of the Commissioner serves as the state collection and dissemination agency, with regional information provided by the designated college or university in each of the Governor's original eight multicounty planning districts. A listing of the regions and the location of each follows:

No.	Regions and Counties	Contact Points
I	Bear River (Box Elder, Cache, Rich)	Utah State University (Logan)
II	Weber River (Weber, Davis, Morgan)	Weber State College (Ogden)
III	Great Salt Lake (Salt Lake, Tooele)	University of Utah (Salt Lake)
IV	Mountainlands (Utah, Wasatch, Summit)	Utah Technical College (Provo)
V	Central Utah (Sanpete, Juab, Sevier, Millard, Piute, Wayne)	Snow College (Ephraim)
VI	Southwestern Utah (Iron, Beaver, Washington, Garfield, Kane)	Southern Utah State College (Cedar City)
VII	Uintah Basin (Duchesne, Daggett, Uintah)	Utah State University Education Center (Roosevelt)
VIII	Southeastern Utah (Carbon, Emery, Grand, San Juan)	College of Eastern Utah (Price)

[31] In harmony with a provision of the national CEU guidelines, all advertising of CEU courses should stipulate that they are not intended for conversion to regular academic credit.

The purpose of the program is to provide all agencies offering programs in a given region the kind of advance information which will help reduce overlaps and gaps in service, and to better inform potential students of the full range of educational opportunities open to them in their local community and region.

As might be expected in a new activity involving diverse agencies with differing planning, staffing, programming, and scheduling practices, some difficulties and limitations were encountered. Despite the problems, half the regions distributed to the public and to the Office of the Commissioner some kind of interinstitutional combined bulletin prior to the start of Fall, 1974, classes.

In this pilot information-sharing effort, the cooperating institutions and agencies in all regions were asked to produce a combined bulletin. Since experience has now demonstrated that this might not be feasible in each region, particularly in the heavily populated Wasatch Front area, *it is recommended that an optional procedure be implemented, as follows:*

33. *In regions where circumstances rule against a combined bulletin, cooperating institutions and agencies submit to the regional information center multiple copies of publications normally prepared to publicize offerings.*
34. *The regional information centers would assemble these publications "as is" into sets for distribution to cooperating institutions and agencies, libraries, and other locations where they could be utilized by the public. Thus, potential students could consult a cumulated set of bulletins at key locations in the region to learn about the full range of continuing education/community service offerings available to them during a given period.*
35. *In regions where a combined publication is determined to be desirable and feasible, the regional information center would continue to assist in the preparation and distribution of a single publication containing the continuing education/community service offerings of each cooperating institution and agency in the region.*

Explanation

a. *Means that* the concept of interinstitutional or combined bulletins will be more practical as important functions of the Regional Information Centers established by the Regents in September, 1973. The idea of combined bulletins is to provide better service to students in various regions or geographic areas as well as to provide all agencies offering programs the kind of advance information which will help reduce overlaps and gaps in service. The combined bulletins would include offerings of community schools, postsecondary continuing education divisions, and other institutions and agencies in the region providing lifelong learning and community service programs.

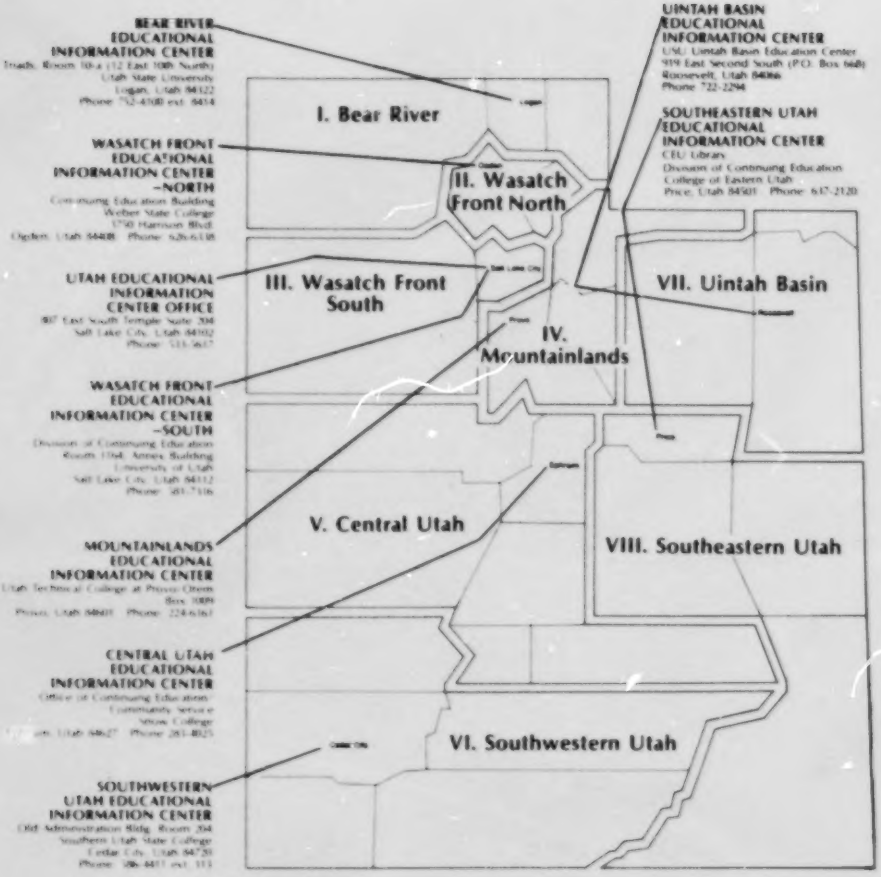
b. *Does not mean* that each region would share information in the same manner. Flexibility is provided for assembling and distributing combined bulletins. Program information may actually be contained in a single publication, or separate publications may be assembled into cumulated sets for the use of potential students and program administrators. This after-the-fact information-sharing program is actually a compromise from the original program adopted by the Board which called for advance "notices of intent to offer." The compromise was recommended by the ad hoc continuing education committee after the committee had previously recommended—and the Board had adopted—the notice of intent procedure. The information-sharing program was also adopted as the most feasible and workable alternative to trying to establish "regional authorities" and problems of establishing CECS districts.

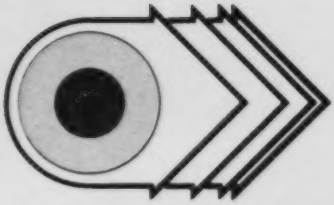
Since Board adoption of Recommendations 35, 36, and 37, the Office of the Commissioner has received federal Educational Information Center (EIC) funds which have enabled full implementation of the intents of these recommendations.

The EIC grant has made it possible for the Commissioner's Office to hire an educational information specialist and establish a statewide educational information network, including a toll-free hotline telephone service which provides basic education and career information and referral services to Utah citizens who call in from various areas of the state.

Modest EIC grants have also gone to seven of the eight institutions designated by the Regents as regional information centers to enable them to function as the principal information and referral office in their region. Each is now providing basic information concerning education and training opportunities, career counseling services, financial aid information, job placement referrals, remedial or tutorial assistance, and related services. In addition, each regional EIC is planning to make this kind of information available to people at other convenient locations in the local region.

FIGURE 2
The Utah Educational Information Center Network


BEAR RIVER EDUCATIONAL INFORMATION CENTER
Instr. Room 10-A (12 East 10th North)
Utah State University
Logan, Utah 84322
Phone 752-4100 ext. 8414
WASATCH FRONT EDUCATIONAL INFORMATION CENTER –NORTH
Continuing Education Building
Weber State College
3750 Harrison Blvd.
Ogden, Utah 84408 Phone 626-6108
UTAH EDUCATIONAL INFORMATION CENTER OFFICE
807 East South Temple Suite 204
Salt Lake City, Utah 84102
Phone 533-5617
WASATCH FRONT EDUCATIONAL INFORMATION CENTER –SOUTH
Division of Continuing Education
Room 1164, Annex Building
University of Utah
Salt Lake City, Utah 84112
Phone 581-7116
MOUNTAINLANDS EDUCATIONAL INFORMATION CENTER
Utah Technical College at Provo/Orem
Box 10809
Provo, Utah 84601 Phone 224-6161
CENTRAL UTAH EDUCATIONAL INFORMATION CENTER
Office of Continuing Education
Community Service
Snow College
Utah 84627 Phone 283-4025
SOUTHWESTERN UTAH EDUCATIONAL INFORMATION CENTER
Old Administration Bldg. Room 204
Southern Utah State College
Cedar City, Utah 84720
Phone 586-4417 ext. 111
UINTAH BASIN EDUCATIONAL INFORMATION CENTER
USU Uintah Basin Education Center
919 East Second South (P.O. Box 668)
Roosevelt, Utah 84066
Phone 722-2294
SOUTHEASTERN UTAH EDUCATIONAL INFORMATION CENTER
CEU Library
Division of Continuing Education
College of Eastern Utah
Price, Utah 84501 Phone 637-2120
I. Bear River
II. Wasatch Front North
III. Wasatch Front South
IV. Mountainlands
V. Central Utah
VI. Southwestern Utah
VII. Uintah Basin
VIII. Southeastern Utah



COLLABORATION AND RESOURCE SHARING

Utah's colleges and universities have participated over the years in a variety of successful continuing education and community problem-solving programs. However, the total continuing education/community service effort has been somewhat fragmented and less well coordinated than it might have been. The Task Force believes that higher education institutions could generate a more comprehensive and effective continuing education/community service program if the institutions were to more fully unite their efforts through jointly conceived, coordinated action on common problems.

COMPETITION

The Task Force recognizes that basic support for all of Utah postsecondary education comes from a single state funding source, and that competition to serve the public may involve two or more institutions or agencies of the state attempting to provide similar services to the same persons. This could be tantamount to having the state compete against itself. While a certain amount of competition can be healthy and provide incentive to produce imaginative responses to the needs of society, *the Task Force recommends that:*

36. *State-supported postsecondary institutions function more as a cooperating and unified system in planning and offering continuing education and community service programs. Working closely with the Office of the Commissioner, institutions should take steps to eliminate unnecessary and unwarranted duplication of effort to ensure that educational and service programs are responsive to the needs and interests of the citizens who support them with their tax dollars.*

Explanation

a. *Means that* this is an area where careful, additional study is needed. The Task Force recommends a voluntary, interinstitutional and interagency effort aimed at eliminating those programs that are clearly unjustified and unnecessary.

b. *Does not mean* condemning duplication of programs or services, per se, at the institutions. The Task Force recognized that some competition and duplication of programming is unavoidable, and in many instances desirable. The recommendation does, however, call for a cooperative effort to eliminate unnecessary and unwarranted duplication of effort.

37. *Institutions of higher education continue and expand cooperation with government, business, industrial, labor, ethnic, denominational, and other community organizations to eliminate unwise duplication of effort, to establish collaborative working relationships, and to develop resource sharing or pooling arrangements that will maximize the State's lifelong-learning and community problem-solving efforts.*

Explanation

a. *Means* to show in greater detail how the intent of Recommendation # 36 regarding elimination of *unnecessary* and *unwise* duplication might be achieved. It proposes an alternative to wasteful competition and duplication of effort, the establishment of long-term collaborative relationships, including resource sharing or pooling arrangements that will help maximize the State's lifelong learning and community

problem-solving potentials. Care would have to be taken to avoid unconstitutional entanglements between church and state. Nonetheless, appropriate cooperation with private and religious organizations is desirable and is called for in Section 22 of the 1969 Utah Higher Education Act.

b. *Does not mean* a decrease in institutional initiative or autonomy. Recognizes, as a result of amendments to the federal Higher Education Act last fall, that "resource sharing" is one of the major areas of emphasis in the Title I Community Service/Continuing Education grant program. Plans qualifying the states for their share of the Title I formula dollars must reflect what the state plans to do in the way of resource sharing and pooling. In addition, the new amendments authorize expenditure of Title I funds by state administration agencies and grantee institutions for use in "planning for resource sharing."

COOPERATION AMONG POSTSECONDARY INSTITUTIONS AND PUBLIC SCHOOLS

In addition to the postsecondary education enrollment data provided by Utah colleges and universities, thousands of adults are served each year through the state's network of community schools. State Board of Education data indicate that 561,707 persons—children, youth, adults, senior citizens—participated in some form of community school activity during the 1976-77 academic year. These participants do not include regular kindergarten through 12th grade students nor extracurricular activities of daytime students necessarily, nor several other agency or school sponsored services which may be a part of a total community school program. Participation was defined as:"Attendance at an activity which does not require registration or regular attendance (i.e., library, gymnasium, swimming, playground, music and theatre activities)."[32]

Figures regarding the number of formal courses offered and persons enrolled were not reported, since the annual statistical report of the State Board of Education does not provide such information. The community school is viewed as a delivery system, and enrollment information would be available from various school locations for programs such as adult basic education, adult high school completion, vocational education, and other alternative educational programs or leisure time activities.

Community education is a concept promoting a more effective partnership between the schools and communities. There have been state funds allocated to local school districts to bring about a more effective partnership by "engaging the public in determining the role of the school in solving the individual and community problems."[33] Funds and other resources supporting the community schools can come from a variety of sources, i.e., city and county governments, recreation programs, fee and charges, state and federally funded programs in adult education, special education, career education, vocational education, compensatory education, and the general school budget. There is a large volunteer resource as well as some private funds made available to the community schools.

Table 4 lists the sources of funds for community education in fiscal year 1977, by county. Funds were provided from the general school budget, other local government agencies, special state aid for community education, and funds received from other sources. Total funds provided for community education programs in the state amounted to $4,176,904.

It must be recognized that the determination of roles and functions between public schools and the colleges and universities should consider foremost the desires and needs of the clientele to be served.

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[32]Utah State Board of Education, *Annual Utah Community Education Statistical Report, 1976-77 School Year* (SLC: USBE, 1976).

[33]Utah Code Annotated 1975 Supplement Uniform School Fund 53-7-18 (c) (d) (1).

SOURCES OF FUNDS FOR FY 1977 COMMUNITY EDUCATION, AS REPORTED BY LOCAL DISTRICTS

	TAX FUNDS								COMMUNITY EDUCATION FUNDS RECEIVED FROM OTHER SOURCES				
			Special State Aid for Community Education										
District	General School Budget (Other than C.E. Funds)	Other Local Government Agencies	Community Education Funds	Vocational Education	Adult Education	Leadership	Summer School	Other	Private Funds	Tuition or Fees	College or University Grants	Other	Totals
Alpine	25,000		17,000	7,000	15,000					15,000	1,000		122,000
Beaver	1,998		2,472				1,931			1,200			7,601
Box Elder	14,000	5,300	16,300	12,100	83,000		25,300			40,000		69,716	264,416
Cache	6,000									17,700			23,700
Carbon	25,000	250	9,000	1,000	3,000		3,900			6,400			49,650
Daggett	1,375		661				746	1,423		80			4,087
Davis		5,000	36,000		169,000					95,635		600	326,235
Duchesne	10,000		8,775						75	10,461	2,000		31,311
Emery			3,718							2,988			8,106
Garfield			2,584		6,157					996			9,737
Grand	4,490		3,670							2,662			10,822
Granite	14,000	49,000	120,000	36,000	261,000					299,168		49,000	890,168
Iron													–
Jordan													–
Juab	600			1,894	3,000					881			6,375
Kane	400		3,000		400					253			5,053
Millard	2,000		4,700		6,000					400			13,100
Morgan	6,500	8,400	3,662							675			19,137
Nebo	1,400		23,178							11,000			67,478
North Sanpete			1,982							784			2,766
North Summit													–
Park City	4,200		1,323							541		2,336	8,400
Piute													–
Rich													–
San Juan													–
Sevier													–
South Sanpete													–
South Summit	1,325		1,514	700	775			889		1,684			6,887
Tintic													–
Tooele		2,306								6,193			8,499
Uintah	46,761		10,131				2,331			6,332			65,535
Wasatch	4,490	18,000	3,922							12,000		22,105	60,526
Washington	7,412		10,009							3,854			21,275
Wayne													–
Weber													–
Salt Lake City	195,247			111,280	623,635		28,000			111,000		736,696	1,803,858
Ogden		9,000	62,886	7,500	13,000					17,629			112,015
Provo	110,000	68,000		6,000	46,000					2,400			232,400
Logan	2,357		7,021				500		1,500	9,787		4,800	25,767
Murray													–
TOTALS	486,164	203,456	394,610	203,474	1,251,967		63,990	2,312	1,575	679,103	5,000	836,253	4,176,904

Source: Utah State Board of Education

With the emergence of the community school movement in Utah, it is becoming increasingly apparent that the cause of better, more accessible and uniform service to adults would be well served by improved communication among higher education institutions and the public schools. It seems imperative that roles and functions be delineated more clearly. There may be more duplication and overlap of services between the two than is necessary and desirable, and there may be gaps in service not currently being addressed by either educational system.

The Task Force believes that it would be possible to provide a more adequate and equitable statewide program for part-time and non-traditional students by correlating what the colleges and universities are uniquely qualified to offer with what the public schools are qualified to provide through community schools.

38 *The capacity of the college and university to provide service will be enhanced by greater use of community school facilities, by close collaboration with community school personnel in identifying higher education needs and interests, and by using the community school as a delivery system for postsecondary offerings in response to locally identified needs and interests.*

By working with school district administrators and community school personnel, college and university continuing education deans and directors should devise a workable plan of cooperation. *It is therefore recommended that:*

38. *Beginning in January 1978, the State Board of Regents staff begin to formally explore further with the State Board of Education staff the roles and functions each should assume in better serving the continuing education population of the state. Jurisdictional criteria should be developed*[34] *and utilized for voluntary interagency cooperation.*

Explanation

a. *Means that* impetus is given to a formal effort to more clearly and firmly articulate public school roles and functions in adult education and community service with those of postsecondary institutions.

b. *Does not mean* that differences between the two boards are insurmountable. Considerable work has already been completed by the Commissioner's Office—some exploratory meetings have been held with the Board of Education administrators (see footnote 34). The constitutionality suit brought this effort to an abrupt halt, but general approaches to the problem agreed upon and the jurisdictional criteria already developed may enable the two Boards to resume efforts in this regard with minimal delays. Both agencies feel the need for a concerted effort to adopt jurisdictional criteria and service definitions which will facilitate voluntary coordination in better serving the State's adult population.

39. *Working with school district administrators and community school personnel, college and university continuing education/community service deans and directors implement a voluntary plan of cooperation which would include the sharing of facilities, support personnel, financial publishing and other resources where feasible and when joint utilization would benefit both educational systems* (see recommendation 5).

Explanation

a. *Means that* the higher education institutions and public schools go beyond cooperation in eliminating unwise duplication of offerings and services (as called for in #40) to a voluntary plan of collaboration and resource sharing. A surprising amount of this kind of cooperation is already going on in the state, with colleges and universities being invited to use public school buildings, instructional facilities, and other support capabilities of the public schools as part of the "community school" offering. However, in several areas of the state this is happening only on an

[34] Jurisdictional criteria were developed in 1971 by the Office of the Commissioner in consultation with State Board of Education adult education and community school personnel. These may be used as a starting point in developing cooperative procedures and agreements.

informal basis without studied arrangements which are satisfactory to all involved parties. A more expansive, jointly conceived blueprint is needed in order for the benefits of this very desirable kind of collaboration and resource sharing to be maximized on a long-term, sustained basis.

b. *Does not mean* forced cooperation. The Task Force feels that these kinds of collaborative relationships can best be established and sustained through voluntary, joint planning—the kind of planning that will promote a continuing exchange of views and the kind of "give and take" needed to maintain workable and lasting cooperative relationships.

40. *Higher education continuing education/community service personnel and community school people work closely together and solicit the assistance of lay citizens, other governmental agencies, businesses, and industries in assessing needs/interests relating to educational program planning. Cooperative agreements should then be worked out deciding how the needs can best be met and which agency/agencies can best provide the educational programs or services.* 39

Explanation

a. *Means that* higher education institutions cooperate with the community schools, government agencies, businesses and industries in ascertaining the state's higher priority educational needs, interests, and concerns—then to determine more than heretofore which agencies and institutions might best attempt to meet those needs.

b. *Does not mean* diminishing institutional responsibilities to assess needs. The problem with needs assessment is that few organizations have the resources or capacity to do an adequate job of needs assessment on their own. Moreover, several agencies conducting needs surveys talk to many of the same people, asking many of the same kinds of questions, thus duplicating and fragmenting efforts and reducing the willingness of people to respond to survey questionnaires.

LIFELONG LEARNING CENTERS

The distances between population centers and the dispersal of would-be learners over wide geographical areas create the need in some Utah localities, particularly in rural communities, for nontraditional approaches to teaching and learning and for a variety of facilitating and supporting services not normally found in these areas.

A primary need for institutions attempting to sustain programs on an ongoing basis and to recruit and retain students in less-populated areas of the state is that of an outreach base from which to operate, where necessary supporting services can be obtained at reasonable cost. This suggests interinstitutional (and possibly interagency) cooperation and resource sharing toward the establishment of outreach learning centers through which any cooperating educational institution or agency might develop or obtain needed services to sustain programs.

Even in the more populated Wasatch Front area of the state, there is a need for suburban outreach centers through which existing educational institutions could more adequately and equitably serve the lifelong learning needs of individuals, who for psychological, historical, geographical, transportation, or other reasons would not normally participate in the traditional campus-bound offerings provided.

It is therefore recommended that:

41. *The Utah System of Higher Education should remain sensitive to the potential need for additional outreach and extension programs to meet the postsecondary educational needs of the citizens of the State of Utah. Where such needs are determined, after full evaluation, not to be adequately served by existing programs, the Board of Regents through applicable procedures and with full consultation with system institutions, should develop and seek appropriate funding to meet such identified needs.*

Explanation

a. *Means that* while we currently have insufficient data to fully justify a new system of lifelong learning centers, available information suggests we do have a fairly serious "equality of access to education" problem in Utah with respect to the state's part-time and lifelong learners. Using criteria adopted by Congress in the new lifelong learning amendments to the Higher Education Act in 1976 of "reasonable commuting distance from a campus (within 18 miles)" as a rule of thumb, Utah has a sizeable number of citizens who are being denied equality of access to the state's education, training, information and cultural resources.

b. *Does not mean* calling for the establishment of a statewide system of lifelong learning centers; only for an in-depth study to determine the extent of the need. There are people living in the rural, more sparsely populated areas of the state where the traditional approach of opening new community colleges or other institutions is difficult to justify. There are also people living in the urbanized Wasatch Front Area whose life circumstances (handicapped condition, transportation problems, health problems, family responsibilities, etc.) limit their access to more traditional on-campus programs. This recommendation calls for an in-depth assessment of the need on a statewide basis for a system of off-campus lifelong learning centers as an alternative to new campus development.

42. *Based upon the determination of need, Utah postsecondary institutions work cooperatively with each other and with community school coordinators in the public school districts, where applicable, to establish a statewide network of off-campus lifelong learning centers designed to meet the continuing education/community service needs of persons not now being adequately served. Available through these centers could be services such as: (a) class, meeting, and conference rooms, (b) independent study and media viewing carrels, (c) library reference materials, (d) media materials and production services, (e) instructional media and telecommunications facilities, (f) informational and promotional services, and (h) tutors and paraprofessional personnel to assist students between visits of extension teachers and part-time instructors, etc.*

Explanation

a. *Means the* development of a realistic approach toward the establishment of a system of lifelong learning centers, should the evaluation conducted under #41 indicate that such a system is needed.

b. *Does not mean* that all of the services listed would be available through the centers; centers may vary according to local and regional needs and each center may not provide all of the rather specific services described. These are listed primarily as examples of what might be available.

43. *To the extent possible, such centers be created as enlargements or extensions of existing campus and/or community school centers, where physical facilities and a nucleus for needed services and resources are already in existence. In other words, no entirely new institutions or agencies would be developed.*

Explanation

a. *Means that* the Task Force acknowledges the fiscal realities to be faced in developing a statewide system of lifelong learning centers.

b. *Does not mean* that entirely new buildings or facilities be developed. Moreover, no entirely new institutions or agencies would be called for. As stated, these centers would be created, to the maximum possible degree, as enlargements or extensions of existing campus, community, or school centers where physical facilities and a solid nucleus of needed service are already in existence. It is assumed that each center would be available to interested institutions and agencies for assistance in the delivery of their approved offerings in those geographic areas consistent with role assignments.

44. *The Commissioner's Office (in consultation with System institutions) and the State Office of Education consider fully the use of existing public school buildings and equipment (particularly in vocational-technical areas of instruction) in serving the postsecondary educational needs of local communities. This approach may make it unnecessary for the establishment of new community colleges in Utah or for public school districts to create additional area vocational centers.*

Explanation

a. *Means that* in conducting outreach programs and offerings in both academic and vocational-technical fields, the potential for utilizing existing public facilities and equipment should be fully explored and developed before additional buildings are constructed or leased and new equipment acquired. Calls for genuine cooperation and resource sharing in the public interest.

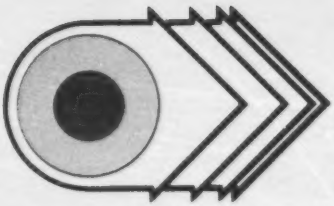
b. *Does not mean* cooperation only on the part of public school officials in providing access to local equipment and facilities; rather, cooperation would be a two-way process in which the resources of higher education institutions would likewise be shared with local constituents.

45. *All postsecondary credit courses provided through the lifelong learning centers be offered through an existing institution of higher education, with noncredit courses and offerings being provided by both community school and postsecondary educational institutions.*

Explanation

a. *Means that* in the interest of avoiding possible misinterpretation of the meaning of postsecondary credit and who should award it, the CECS master plan should reaffirm a strong position on this matter.

b. *Does not mean* that credit courses offered in lifelong learning centers be provided by those centers but through an *existing* institution of higher education.



PROGRAM DEVELOPMENT AND PLANNING

CENTRAL OFFICE COORDINATION

To strengthen the statewide information-sharing program adopted by the Regents and to facilitate the implementation of recommendations presented in this report, *the Task Force respectfully recommends that:*

46. *The Commissioner's Office expand functions of the existing state Educational Information Center (EIC) network to include gathering and dissemination of such additional information as will assist in the coordinated planning, development, and implementation of needed continuing education and community service outreach programs. Emphasis should be on gathering, evaluating, and disseminating relevant data, identifying available resources, providing information on possible sources of funding, identifying possible collaborators for various programs or projects, and other such services as would be beneficial to institutions and agencies. Government, state, and other offices should be invited to become cooperators, collaborators, and users of the service as they have need for assistance. An effort should also be made to include community and proprietary schools in developing and delivering these services.*

Explanation

a. *Means that* the added services in the Commissioner's Office called for in this recommendation, particularly those of the EIC network, were deemed to be beneficial to agencies and institutions. The larger institutions, with larger, better staffed CECS divisions would not necessarily have the same degree of need for such services as would the smaller institutions. However, Task Force members representing large institutions agreed that a central depository of CECS data, grant and project information, and program announcements, would be desirable. Task Force members also felt that some kind of CECS coordinating office—which does not impinge upon institutional freedom to fulfill traditional and approved roles in CECS—was necessary and desirable.

b. *Does not mean* calling for a centralized statewide approach to continuing education but stresses facilitative cooperation and coordination. The Task Force recognized serious problems and deficiencies of CECS programs in those states which have tried the strong centralized statewide approach.

47. *Academic Vice Presidents and Deans of Continuing Education/Community Service from the nine U.S.H.E. public institutions, and representatives from the two private schools (Brigham Young University and Westminster College), meet semi-annually—e.g., autumn and spring—and the Deans of Continuing Education from the same institutions meet semi-annually—e.g., winter and summer—with the Deputy Commissioner and Director of Academic Affairs and the designated continuing education representative from the Office of the Commissioner to share information, coordinate programming, and implement statewide efforts to ensure effective and efficient offerings to the total population in continuing education and community service.*

Explanation

a. *Means* an attempt to formalize the means by which to achieve the voluntary cooperation, coordination and ongoing CECS planning called for in #46 and other related recommendations. It is an outgrowth, in part, of some of the difficulties in information-sharing and planning encountered in the past. A definite schedule of meetings is proposed, specifying who should be involved and indicating some of the kinds of issues institutional representatives might consider. The recommendation calls for the involvement of private institutions on an ongoing basis; both Brigham Young University and Westminster College have indicated a desire to be included. Institutional academic vice presidents are to be present with the deans and directors of CECS at two of the four quarterly meetings. This is to help ensure that continuing education and community service personnel don't develop plans in isolation—that administrators at the institutions are an integral part of the interinstitutional and interagency programs and plans which may emerge.

b. *Does not mean* an attempt to lock institutions into a particular program or organizational pattern. The role of the Office of the Commissioner would be principally that of convenor and facilitator of interinstitutional or interagency program planning conceived by institutional representatives in the quarterly meetings.

EXTENDED DAY

After studying the history of continuing education in Utah postsecondary institutions, as well as at other institutions across the nation, *the Task Force recommends that:*

48. *The extended day concept be given further study at the institutional level, and that each institution be encouraged to evaluate current practices and to adopt its own position regarding the use of extended day as a method of fiscal management. Since each college or university has its own history, sense of responsibility to different student populations, methods of management, and peculiar opportunities for service, it seems preferable to recognize individual institutional differences rather than to enforce a statewide policy.*

Explanation

a. *Means that* now is a good time for each institution to take a further, deeper look at extended day and to evaluate current practices in light of past experience and current conditions, making those changes that self-study might suggest. The extended-day concept has been implemented at some Utah institutions and not at others. Most who have extended-day programs have found both advantages and disadvantages to the approach. It is possible that some of the recommendations in this report, if adopted, will suggest a reappraisal of the current stance at various institutions relative to the extended-day concept.

b. *Does not mean* taking a position for or against the extended day concept. It reaffirms the present System position recognizing institutional differences and preferences regarding this issue instead of attempting to adopt a uniform statewide policy.

KNOWLEDGE DISSEMINATION AND UTILIZATION

It is estimated that 200,000 pages of technical reports, journal articles and books are published in the western world every 60 seconds. Estimates hold that scientific information is doubling every eight years. Colleges and universities are major contributors to the world's knowledge and information banks. With their extensive system of libraries, technical institutes, research and development centers, and museums, they are major depositories for storage and retrieval of this valuable resource for advancing human development and assisting in attempting to cure societal ills.

Mere availability of such information, however, in no way assures its use. The sheer volume of written material makes it difficult, if not impossible, for the typical organization or individual with a problem to learn what is available and what might be relevant to a particular need. Many would-be users find that, when potentially valuable information

is located, it is not available to them in an understandable, usable form. In such instances a technically competent resource person is needed, who can help the potential user interpret, evaluate and adapt relevant information to his or her own use. *It is recommended that:*

49. *Utah's institutions of higher education collaborate in developing—through their divisions of community service and continuing education—active programs to foster the dissemination and use of research information and other products of scholarship in the solution of community problems in Utah.*

50. *To facilitate the above recommendation, continuing education/community service units at the institutions develop arrangements through which citizens and community service groups might be referred to library reference personnel, appropriate faculty members, government agencies and other organizations which are budgeted and staffed to assist persons from the outside community in making their information search and retrieval efforts more productive.*

IMPLEMENTATION OF THE PLAN RECOMMENDATIONS

Because this report combines both philosophical statements-of-intent with specific policy and action recommendations—and because the implications and consequences of adoption of these recommendations by each institution will require obvious additional study in many instances, *it is recommended,* in concluding the report that:

51. *Finalization of the implementation grid, including the specification of deadline dates and "acceptable degrees of compliance" be done in the six months immediately following adoption of the basic report, and that this be done by the Office of the Commissioner in close consultation with institutional representatives.*

Explanation

a. *Means that,* before the implementation grid portion of the report is finalized, there will be extensive consultation with those who would be affected. Deadline dates would be set by mutual consent based on what is determined to be reasonable and prudent given circumstances.

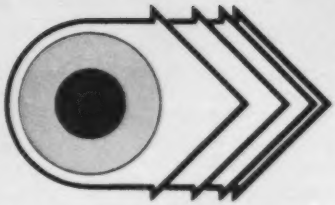
b. *Does not mean* that institutions would be expected to begin implementing the recommendations immediately, but when and in such manner as is reasonable and feasible. Neither does it preclude institutions from adopting immediately those recommendations they are ready to implement.

52. *In implementing the recommendations, institutions assess the possibility for making better alternative use of existing resources—i.e., new organizational and staffing patterns, altering office hours, training existing personnel to assume multiple assignments, using student and community volunteers, using more extensively the "packaging" capabilities of media, and fostering collaboration and resource-sharing among in-house units, sister institutions and other agencies in the community.*

Explanation

a. *Means that* institutions make a determined effort to implement recommendations through more imaginative and efficient use of existing resources.

b. *Does not necessarily mean* that additional funds would not be made available. The improved data base may justify additional state funding, and federal and other nonstate funding for lifelong learning may become available.



IMPLEMENTATION OF THE RECOMMENDATIONS

The implementation grid which follows organizes the Task Force recommendations as they were presented in six areas of the report: (1) Extending the Range of Programs and Learning Options, (2) Equality of Access and Treatment for Lifelong Learners, (3) Financing Lifelong Learning, (4) Data Collection and Information Sharing, (5) Cooperation Among Postsecondary Institutions and Public Schools, and (6) Program Development and Planning.

Following each recommendation, a reporting year is listed and institutions and/or agencies named which should provide an implementation progress report to the Office of the Commissioner. Prior to July 1 of the year listed, a report from each institution or agency should be forwarded to the Commissioner's Office covering all recommendations scheduled for implementation that year.

The following legend is used in the implementation grid:

A Technical Colleges
B Community Colleges
C Four-Year State Colleges
D State Universities
E State Board of Regents
F State Board of Education
G Private and Proprietary Institutions
H Others, including local school districts, area vocational centers, Legislative leaders, and the general public

IMPLEMENTATION GRID

RECOMMENDATION	Page	1981	1982	1983	1984
EXTENDING THE RANGE OF PROGRAMS AND OPTIONS					
1. External options be developed and expanded at all levels of higher education (certificate, diploma, associate, baccalaureate, and graduate degrees) and be made available to both resident and off-campus populations.	11				
2. Lifelong learning and continuing education, extension correspondence courses (independent study), educational television (where feasible), and other credit courses and programs offered beyond the campus be integrated with traditional on-campus courses and programs and made available to students as viable options for completing educational goals and requirements consistent with institutional educational policies.	11				

RECOMMENDATION	Page	1981	1982	1983	1984
In all instances credit offerings will only be those approved by appropriate credit-granting departments.					
3. The value of credit awarded not be related to the time, location, or method of instruction. Credit awarded through external options, when closely evaluated to ensure quality, and provide proper learning resources, should be considered equal to "regular" credit.	12				
4. All credit courses (except for some required courses in major and minor areas which might transfer only with departmental approval) including correspondence and TV courses, would be fully transferable and applicable toward graduation at that institution in which a student is enrolled or may enroll as a candidate.	12				
5. Institutional, statewide, and regional arrangements be made to provide for the sharing of resources, coordination of program offerings in continuing education and community service, and maximizing of external options for the benefit and convenience of the state's total population (see also recommendation 39).	12				
6. All programs, degrees, and certificates (day, extended day, on-campus, and off-campus) offered by institutions in the USHE be approved by the State Board of Regents prior to being offered.* (This would not apply to individual course offerings nor to existing Regents' policy concerning the Skills Centers**).	13				
*Utah Higher Education Act of 1969, Section 13. **SBR Minutes, Nov., 1975, p. 144.					
7. Adult and other parttime students who spend less time on campus particularly need to be provided appropriate information regarding available options for obtaining academic credit. Therefore, each Utah postsecondary institution should provide through regular institutional bulletins and announcements information concerning office locations and procedures for validating academic and vocational learning and obtaining credit for learning or skills acquired in other than higher education settings. No discrimination in scores required or credit hours allowed therefrom should be permitted on the basis of race, color, ethnic origin, religion, sex, handicapped status, age, or any other legally impermissible criterion.	13				

RECOMMENDATION	Page	1981	1982	1983	1984
8. Because of the variety of testing programs, the domain of individual departments and the need for appropriate articulation agreements among institutions of the state, existing Regent policy concerning credit-by-examination be restated and widely publicized.	13				
9. Administrators in Utah's colleges and universities work to secure positions of prominence and visibility for continuing education and community service programs on individual campuses, and vigorously attempt to understand and meet the common expectations of parttime and other lifelong learners in their communities.	14				
10. College, university and Board of Regents policies and procedures make it possible for financial* and promotional incentives and rewards to be used to ensure high-quality faculty participation as resource persons in institutionally sponsored continuing education and community service programs and activities.	14				
*Giving appropriate recognition to relevant differences in the nature of such programs and activities as compared with faculty employment obligations in regular on-campus educational programs.					
11. Increased consideration and emphasis be placed on hiring persons skilled in various vocations and professions as part-time and nontraditional visiting or hourly adjunct faculty to become external specialists, as approved by appropriate departments and colleges, to augment the instructional staff to provide additional learning alternatives for students, and to help bridge the gap between campus and community.	15				
12. Each institution explore new methods of instruction and design new programs to reach nontypical student populations as well as traditional on-campus students. Means should be provided to encourage and support faculty interested in developing alternate forms of instruction. Faculty and institutional renewal can be enhanced by explorations in nontraditional education and participation in continuing education and community/service.	15				
13. To aid in implementation of the master plan, the Utah State Board of Regents receive appropriations from the Utah Legislature from which to make competitive incentive grants to state postsecondary institutions for innovative programs to meet the continuing	15				

RECOMMENDATION	Page	1981	1982	1983	1984
education/community service needs of particular populations which have not been well-served by Utah postsecondary institutions. An appropriation of $150,000 should be requested from the 1981 Legislature for this purpose. Some preference might be shown to proposed projects indicating effective cooperation between or among institutions (see Appendix A).					
14. Future planning in public broadcasting—statewide educational television (KUED) and institutional radio stations—attempt to relate to organized learning situations developed by various types of institutions. Utah colleges and universities have the primary responsibility for postsecondary education; with educational television and radio having significant supporting roles to play.	16				
15. Cooperative education, which links the classroom to the community and the work world to formal instruction, be further explored and more fully utilized for the benefit of part-time students and other lifelong learners, many of whom are fully or partially employed.	17				
EQUALITY OF ACCESS AND TREATMENT FOR LIFELONG LEARNERS					
16. All students and applicants for admission to postsecondary educational programs or courses, whether on a fulltime or parttime basis, shall be treated equally, except as otherwise permitted by law or by institutional policies and practices adopted pursuant to authority of law.	19				
17. A strong, well-informed, coordinated counseling and guidance service be maintained on the campus of every postsecondary institution—or at other locations where there is a large concentration of students—with some expertise for advising and counseling the adult learner. This service should evaluate the student and direct him/her to that program or institution which best fits his purposes, aptitudes, abilities, and interests. Information should be provided on the variety of programs available, where they are located, costs involved, and methods of instruction employed.	19				
18. Deans of continuing education and counseling personnel coordinate and administer programs so that guidance and counseling services are available to part-time and eve-	20				

RECOMMENDATION	Page	1981	1982	1983	1984
ning students as well as to traditional full-time day students.					
19. To implement the legislative intent of HB No. 60 (1977), it is recommended that the following provisions be adopted for tuition-free auditors (TFAs) aged 62 and over:	21				
a. If the TFA wishes to audit a graduate course, he or she should have a baccalaureate degree or its equivalent, or consent of the instructor.					
b. Some of the professional schools (such as Medicine, Law, Management, Engineering, Social Work, Architecture, and Library Science) would require permission of the appropriate dean prior to admission to certain courses.					
c. Enrollment would depend upon the physical spaces available for classes and the scope and format of class situations—small seminars (in which registration is already very limited) may not be as available to TFAs as lecture-format courses.					
d. Credit-free courses, workshops, and conferences and institutes which do not receive funding from the state and must be financially self-supporting, would not be included automatically in the tuition-free category—special arrangements would have to be made to admit TFAs in selected noncredit programs.					
e. Each institution should develop policies concerning the manner in which TFAs participate.					
f. Utah residents aged 62 and over seeking to earn credit may pay reduced fees, as policies for tuition are developed and approved by the SBR.					
FINANCING LIFELONG LEARNING					
20. Colleges and universities examine present practices in administering student financial aids and, where necessary and legally possible, take steps to make financial assistance available to all students—full-time and part-time—consistent with student needs and ability to pay.	24				
21. The Utah Legislature provide funds to establish financial support programs in Utah Divisions of Continuing Education to assure needy, disadvantaged, and culturally different students access to existing offerings. The amount and kind of support provided	24				

RECOMMENDATION	Page	1981	1982	1983	1984
should be determined only after a thorough assessment of need has been conducted.					
22. Part-time resident or nonresident students (those enrolled for less than 10 credit hours) be assessed tuition on a per-credit-hour basis proportionate to the tuition paid by full-time students. Each institution should prorate total tuitions and miscellaneous fees for part-time students on an incremental basis.* **	24				
23. Fixed registration costs be included as part of total tuition.	25				
24. Recommendation 22 above apply to all students registered in the extended day program, including those taking evening classes. (Exception: Approved Apprenticeship Programs.)	25				
25. All summer school students be assessed the same tuition per credit hour as that assessed resident students during the regular academic year. (Exception: Approved Apprenticeship Programs.)	25				
26. Students enrolled for credit in continuing education or extension division courses be assessed tuition at not less than the same credit hour basis as provided in the regular tuition schedule. (Exception: Special courses sponsored by outside contracting agencies and in other special circumstances which may warrant it.)	25				
27. Charges to students enrolled for noncredit in continuing education or extension division courses be left to the discretion of the institution.	25				
28. Students be required to register to audit any class. Such audit hours will be part of their total load and they shall pay tuition at the same tuition rate as paid by regular students. (Exception: Tuition-free auditor provisions described in recommendation 19 for persons aged 62 and over.)	25				
29. Budget procedures include revolving receipt accounts to which income from special fees and charges can be made.	26				

52

*Since part-time students (particularly in a rural community) might utilize the activity card as much as full-time students for entertainment and other activities, institutions might deal with this problem individually by providing part-time students who do not pay the full fee with limited activity cards which would not be valid for certain activities; or at institutional option may charge full activity fee for those students who desire full participation.

**Tuition charges for all students should be, at the earliest feasible date, assessed on a standard per-credit-hour basis.

RECOMMENDATION	Page	1981	1982	1983	1984
DATA COLLECTION AND INFORMATION SHARING					
30. The State Board of Regents call for all appropriate statistical data as it pertains to enrollments, irrespective of whether it is on-campus, off-campus, credit, or noncredit.	28				
31. All institutions provide the Office of the Commissioner with total statistics for community service-continuing education programs; statistics should be reported by academic unit and total. Credit offerings are to be reported by regular FTE (student) formula; the national Continuing Education Unit (CEU) formula would be adopted for reporting non-credit offerings (10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction = 1 CEU); those noncredit offerings not meeting national CEU criteria and guidelines would be reported separately, using the same 10 contact hour formula, but calling them NFCs (not for credit) to distinguish them from offerings which meet national CEU criteria.	28				
32. All approved Continuing Education Units (CEUs) and all NFCs (not for credit) be listed on college and university transcripts, transcript supplements, or the ACT National Registry. (Assistance may need to be provided to some institutions demonstrating how this is to be accomplished.)	30				
33. In regions where circumstances rule against a combined bulletin, cooperating institutions and agencies submit to the regional information center multiple copies of publications normally prepared to publicize offerings.	31				
34. The regional information centers would assemble these publications "as is" into sets for distribution to cooperating institutions and agencies, libraries, and other locations where they could be utilized by the public. Thus, potential students could consult a cumulated set of bulletins at key locations in the region to learn about the full range of continuing education/community service offerings available to them during a given period.	31				
35. In regions where a combined publication is determined to be desirable and feasible, the regional information center would continue to assist in the preparation and distribution	31				

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of a single publication containing the continuing education/community service offerings of each cooperating institution and agency in the region.					
COLLABORATION AND RESOURCE SHARING					
36. State-supported postsecondary institutions function more as a cooperating and unified system in planning and offering continuing education and community service programs. Working closely with the Office of the Commissioner, institutions should take steps to eliminate unnecessary and unwarranted duplication of effort to ensure that educational and service programs are responsive to the needs and interests of the citizens who support them with their tax dollars.	35				
37. Institutions of higher education continue and expand cooperation with government, business, industrial, labor, ethnic, religious, and other community organizations to eliminate unwise duplication of effort, to establish collaborative working relationships, and to develop resource sharing or pooling arrangements that will maximize the State's lifelong learning and community problem-solving efforts.	35				
38. Beginning in January, 1978, the State Board of Regents staff begin to formally explore further with the State Board of Education staff the roles and functions each should assume in better serving the continuing education population of the state. Jurisdictional criteria should be developed and utilized for voluntary interagency cooperation.	38				
39. Working with school district administrators and community school personnel, college and university continuing education/community service deans and directors implement a voluntary plan of cooperation which would include the sharing of facilities, support personnel, financial, publishing and other resources, where feasible, and when joint utilization would benefit both educational systems (see recommendation 5).	38				
40. Higher education continuing education/community service personnel and community school people work closely together and solicit the assistance of lay citizens, other governmental agencies, businesses and industries in assessing needs/interests relating to educational program planning.	39				

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Cooperative agreements should then be worked out deciding how the needs can best be met and which agency/agencies can best provide the educational programs or services.					
41. The Utah System of Higher Education should remain sensitive to the potential need for additional outreach and extension programs to meet the postsecondary educational needs of the citizens of the State of Utah. Where such needs are determined, after full evaluation, not to be adequately served by existing programs, the Board of Regents through applicable procedures and with full consultation with system institutions, should develop and seek appropriate funding to meet such identified needs.	39				55
42. Based upon the determination of need, Utah postsecondary institutions work cooperatively with each other and with community school coordinators in the public school districts, where applicable, to establish a statewide network of off-campus lifelong learning centers designed to meet the continuing education/community service needs of persons not now being adequately served. Available through these centers could be services such as: (a) class, meeting, and conference rooms, (b) independent study and media viewing carrels, (c) library reference materials, (d) media materials and production services, (e) instructional media and telecommunications facilities, (f) informational and promotional services, (g) counseling, guidance, and registration services, and (h) tutors and paraprofessional extension teachers and part-time instructors, etc.	40				
43. To the extent possible, such centers be created as enlargements or extensions of existing campus and/or community school centers where physical facilities and a nucleus for needed services and resources are already in existence. In other words, no entirely new institutions or agencies would be developed.	40				
44. The Commissioner's Office (in consultation with System institutions) and the State Office of Education consider fully the use of existing public school buildings and equipment (particularly in vocational-technical educational needs of local communities. This approach may make it unnecessary for the	41				

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establishment of new community colleges in Utah or for public school districts to create additional area vocational centers.					
45. All postsecondary credit courses provided through the lifelong learning centers be offered through an existing institution of higher education, with noncredit courses and offerings being provided by both community school and postsecondary educational institutions.	41				
PROGRAM DEVELOPMENT AND PLANNING					
46. The Commissioner's Office expand functions of the existing state Educational Information Center (EIC) network to include gathering and dissemination of such additional information as will assist in the coordinated planning, development, and implementation of needed continuing education and community service outreach programs. Emphasis should be on gathering, evaluating, and disseminating relevant data, identifying available resources, providing information on possible sources of funding, identifying possible collaborators for various programs or projects, and other such services as would be beneficial to institutions and agencies. Government, state, and other offices should be invited to become cooperators, collaborators, and users of the service as they have need for assistance. An effort should also be made to include community and proprietary schools in developing and delivering these services.	43				
47. Academic Vice Presidents and Deans of Continuing Education/Community Service from the nine USHE public institutions, and representatives from the two private schools (Brigham Young University and Westminster College), meet semi-annually—e.g., autumn and spring—and the Deans of Continuing Education from the same institutions meet semi-annually—e.g., winter and summer—with the Deputy Commissioner and Director of Academic Affairs and the designated continuing education representative from the Office of the Commissioner to share information, coordinate programming, and implement statewide efforts to ensure effective and efficient offerings to the total population in continuing education and community service.	43				

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48. The extended day concept be given further study at the institutional level, and that each institution be encouraged to evaluate current practices and to adopt its own position regarding the use of extended day as a method of fiscal management. Since each college or university has its own history, sense of responsibility to different student populations, methods of management, and peculiar opportunities for service, it seems preferable to recognize individual institutional differences rather than to enforce a statewide policy.	44				
49. Utah's institutions of higher education collaborate in developing—through their divisions of community service and continuing education—active programs to foster the dissemination and use of research information and other products of scholarship in the solution of community problems in Utah.	45				
50. To facilitate the above recommendation, continuing education/community service units at the institutions develop arrangements through which citizens and community service groups might be referred to library reference personnel, appropriate faculty members, government agencies and other organizations which are budgeted and staffed to assist persons from the outside community in making their information search and retrieval efforts more productive.	45				
51. Finalization of the implementation grid, including the specification of deadline dates and "acceptable degrees of compliance" be done in the (six months) immediately following adoption of the basic report, and that this be done by the Office of the Commissioner in close consultation with institutional representatives.	45				
52. In implementing the recommendations, institutions assess the possibility for making better alternative use of existing resources—i.e., new organizational and staffing patterns, altering office hours, training existing personnel to assume multiple assignments, using student and community volunteers, using more extensively the "packaging" capabilities of media, and fostering collaboration and resource-sharing among in-house units, sister institutions and other agencies in the community.	45				

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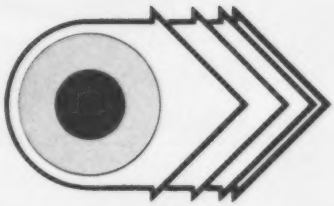

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